Year-book

STATE NORMAL BULLETIN.

Vol. IV. No. 1.

OFFICERS AND STUDENTS

OF THE

KANSAS STATE NORMAL SCHOOL.

THIRTY-NINTH YEAR OF MAIN SCHOOL,
EMPORIA, KAN.

SECOND YEAR OF WESTERN BRANCH,
HAYS, KAN.

FIRST YEAR OF MANUAL-TRAINING AUXILIARY,
PITTSBURG, KAN.

1903-'04.

TOPEKA:
GEO. A. CLARK, STATE PRINTER.
1904.

Board of Regents.

Term Expires in 1905.

L. B. KELLOGG, Esq.....EMPORIA.
F. J. ALTSWAGER, Esq.....HUTCHINSON.
SUPT. GEO. T. CODDING.....LOUISVILLE.

Term Expires in 1907.

SILVESTER H. DODGE, Esq.....BELOIT.
E. A. ROSS, Esq.....BURR OAK.
SUPT. A. H. BUSHEY.....PITTSBURG.

Officers of the Board.

President.....GEO. T. CODDING.
Vice-president.....A. H. BUSHEY.
Secretary.....L. B. KELLOGG.

MAIN BUILDING, EMPORIA.

Calendar for 1904-'05.

1904.		
August 29	MONDAY	Free Entrance and Final Examinations at Hays.
August 30	TUESDAY	Formation of Classes and Dedication of New Building at Hays.

Other Calendar events at Hays come one week earlier than at Emporia and Pittsburg, except as noted in the table below.

1904.	Emporia and Pittsburg Dates.	
September 2	FRIDAY	Free Entrance and Final Examinations.
September 3	SATURDAY	
September 6	TUESDAY	First Meeting of Classes for Second Ten Weeks.
November 10	THURSDAY	Free Entrance and Final Examinations.
November 11	FRIDAY	
November 11	FRIDAY	— Close of Second Ten Weeks.
November 14	MONDAY	First Meeting of Classes for Third Ten Weeks.
November 24	THURSDAY	Thanksgiving Vacation at the three Schools.
November 25	FRIDAY	
December 21	WEDNESDAY	— Prize Contest.
December 23	FRIDAY	Holiday Recess at the three Schools.
1905.		
January 2	MONDAY	
January 26	THURSDAY	Free Entrance and Final Examinations.
January 27	FRIDAY	
January 27	FRIDAY	— Close of Third Ten Weeks.
January 30	MONDAY	First Meeting of Classes for Fourth Ten Weeks.
February 22	WEDNESDAY	— School Holiday at the three Schools.
March 10	FRIDAY	— Contest in Oration and Essay, Emporia.
March 30	THURSDAY	Free Entrance and Final Examinations.
March 31	FRIDAY	
March 31	FRIDAY	— Close of Fourth Ten Weeks.
April 3	MONDAY	First Meeting of Classes for Fifth Ten Weeks.
May 30	TUESDAY	— School Holiday at the three Schools.
May 31	WEDNESDAY	Probable beginning of sale of railroad tickets to Emporia on certificate plan, to return at one-third fare up to close of Summer School.
June 4	SUNDAY	11:00 A. M.— Baccalaureate Address.
		3:00 P. M.— Annual Address before the Christian Associations, Emporia.
June 5	MONDAY	10:00 A. M.— Class-day Exercises.
		8:30 P. M.— Annual Concert and Graduating Exercises, Music Department, Emporia.
June 6	TUESDAY	2:00 P. M.— Enrolment for Summer School.
		4:00 P. M.— President's Reception to Alumni.
		8:30 P. M.— Prize Contest.
June 7	WEDNESDAY,	9:30 A. M.— Commencement Exercises.
		4:30 P. M.— First Meeting of Summer School Classes.

NOTE.—The alumni of the following classes will hold their regular quinquennial reunions during commencement week: 1875, 1880, 1885, 1890, 1895, and 1900.

August 5	THURSDAY	— Close of Summer School.

The Faculty.

Main School, Emporia.

JASPER N. WILKINSON (Illinois Normal University),
PRESIDENT.

JOSEPH H. HILL, A. M.
(Kansas State Normal School and Northwestern University),
Vice-president. Latin.

JOHN H. GLOTFELTER (Illinois Normal University),
Principal of the Model School and Director in Training.

ALLEN S. NEWMAN (Kansas State Normal School),
Financial Secretary.

M'LOUISE JONES, A. M. (University of Michigan),
English.

EMMA L. GRIDLEY (Kansas State Normal School and *Massachusetts Normal Art School*),*
Drawing.

CHARLES A. BOYLE, B. M. (State Normal School, Edinboro, Pa.),
Vocal Music and Director Music Department.

MARY A. WHITNEY A. B.
(Kansas State Normal School and University of Michigan),
American History.

ACHSAH M. HARRIS
(Kansas State Normal School and *University of Michigan*),
Critic Teacher, Primary and Model Intermediate.

DANIEL A. ELLSWORTH (Kansas Normal College),
Geography.

LYMAN C. WOOSTER, PH. D. (Milton College, State Normal School, Whitewater, Wis., and *Yale University*),
Biology and Geology.

THOMAS M. IDEN, PH. M.
(Butler University and *University of Berlin*),
Physics and Chemistry.

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*Schools in italics, special studies, one year or more.
a Resigned.
b Elected.
c *Library Science, Summer* School.

CHARLINE P. MORGAN (*Antioch College* and *St. Louis Kindergart Training School*),
Kindergarten.

CORA MARSLAND, O. M. (New York State Normal College, Emerson C lege of Oratory, and *Wellesley College*),
Elocution and Oratory.

ELI L. PAYNE, B. P., B. L. (Kansas State Normal School, Lincoln Universi
Mathematics.

ELVIN S. GAUSE (Zanerian Art College),
Penmanship.

NORMAN TRIPLETT, A. M., PH. D. (Illinois College, Indiana Universit and Clark University),
Psychology and Child Study.

JEREMIAH M. RHODES, A. M. (Kansas State Normal School, Indian University, Harvard University, *Leland Stanford University*, and *Columbia University*),
Political Economy.

FREDERICK B. ABBOTT, PH. D. (Massachusetts Institute of Technolo Martyn College, Washington, D. C., and Teachers' College),
Manual Training.

HORACE Z. WILBER (Michigan Normal College),
Critic Teacher, Grammar-school, and Special Classes.

ELISE MADDUX[b] (Chicago Froebel Association Training School),
Kindergarten.

EVA McNALLY, M. L., PH. B. (Kansas State Normal School, Trueblood School of Oratory, University of Wisconsin, and University of Chicago),
Associate Professor, English.

GEORGE W. ELLIS, A. M. (Hamilton College),
Associate Professor, Mathematics.

EDWARD ELIAS (Dortmund Real-gymnasium, Germany, Kansas State Normal School, and *Harvard University*),
Associate Professor, French and German.

MAUD HAMILTON, A. B. (Kansas State Normal School, and Cornell University),
Associate Professor, Latin.

EARL M. CARNEY[a] (Kansas State Normal School and *University of Kansas*),
Associate Professor, Physical Training.

LILLIAN M. DUDLEY[b] (Kansas State Normal School),
Associate Professor, French and German.

ELVA E. CLARKE (Kansas State Normal School),
Librarian.

PAUL B. SAMSON,[b] M. Di. (Iowa State Normal School and International Young Men's Christian Association Training School),

.....

GERTRUDE SHAWHAN,[a] B. L., B. L. S. (University of Illinois and Illinois State Library School),
Library Science.

GERTRUDE BUCK,[c] B. L. S. (State Normal School, Platteville, Wis., and Illinois State Library School),

.....

MARTHA J. WORCESTER (Kansas State Normal School),
Assistant Teacher, English.

MARY S. TAYLOR, A. B. (Kansas State Normal School and Cornell University),
Assistant Teacher, Mathematics.

WILLIAM A. VAN VORIS (Kansas State Normal School),
Assistant, Physical Laboratory.

LOTTIE E. CRARY (Kansas State Normal School),
Assistant, Natural History Laboratory.

JENNIE A. WHITBECK, B. P., PH. B. (Kansas State Normal School and College of Emporia),
President's Secretary.

HATTIE L. COCHRAN (Kansas State Normal School),
Assistant Teacher, English.

ETHEL McCARTNEY (Kansas State Normal School),
Assistant Critic Teacher, Model Intermediate.

ALICE G. HAGGART (Cushing Hospital and the Sargent Normal School of Physical Training),
Head Nurse and Assistant Teacher Physical Training.

KATHARINE P. STUCKEY (Kansas State Normal School),
Library Cataloguer and Instructor in Typewriting.

IVA E. PURDUM (Kansas State Normal School),
Office Assistant, Training Department.

ANNA ELEANOR SNYDER (Kansas State Normal School),
Assistant Critic Teacher, Grammar-school, and Special Classes.

KATE SHARRARD (Kansas State Normal School).

KATHERINE MORRISON (Kansas State Normal School),
Assistant Teacher, Drawing.

MAUDE E. MACKENZIE (*Kansas State Normal School*),
Registrar, and Instructor in Shorthand.

HARRY L. KENT[a] (Kansas State Normal School),
Assistant, Laboratory, Natural Sciences.

GRACE LEAF,
Assistant, Library.

BURT W. HAGGERTY[b] (Kansas State Normal School),
General Office Assistant.

WILLIAM H. BOYLES,
Janitor.

Western Branch, Hays.

PRESIDENT.

JASPER N. WILKINSON (Illinois Normal University).

PRINCIPAL.

WILLIAM S. PICKEN (Kansas State Normal School),
History and School Organization.

ASSISTANTS.

ANNA KELLER (Kansas State Normal School),
English and Drawing.

ERNEST B. MATTHEW (Kansas State Normal School),
Mathematics and Public Speaking.

EMILY GROSSER (Kansas State Normal School),
Librarian and Registrar.

HARRY L. KENT[b] (Kansas State Normal School),
Natural Sciences.

Manual-Training Auxiliary, Pittsburg.

PRESIDENT.

JASPER N. WILKINSON (Illinois Normal University).

PRINCIPAL.

R. S. RUSS (Kansas State Normal School),
Theory and Practice, and Methods.

ASSISTANTS.

A. M. BUMANN (Washington University),
Manual Training.

EDWIN AUGUSTUS SHEPARDSON (Kansas State Normal School),
Mathematics and Science.

JOSEPHINE SHELLABARGER (*University of Kansas, Clark University Oread Institute*),
Domestic Art and Domestic Science.

SARAH PRESWICK CHANDLER (State Manual-Training School),
Domestic Art.

REESE M. WILLIAMS (Kansas State Normal School),
English and History.

O'DELLA NATION (*Kansas State Normal School*, Kansas City Central Business College),
Librarian, and Instructor in Shorthand and Typewriting.

T. C. ARNOLD,
Janitor.

EMPORIA FACULTY BASEBALL TEAM.

Register of Students.

June 1903 to June 1904.

NOTE.—In parenthesis at the right of the names, abbreviations show course completed, as follows: (El.) Elementary, (Eng.) English, (Lat.) Latin in life-certificate course; (Po.) Piano, (Ve.) Voice, (Vn.) Violin in music course. A single letter indicates the Normal class. Numbers show work, as follows: 1, Irregular and special; 2, Grammar-school seniors; 3, Kindergarten training, full time; 4, Kindergarten training, part time; 5, Stenography; 6, Typewriting; 7, Library training; 8, Piano; 9, Voice; 10, Harmony; 11, Organ; 12, Singing; 13, Stringed instruments; 14, Model school; 15, Kindergarten.

GRADUATING.

LIFE-CERTIFICATE COURSE.

Name.	Post-office.
Adams, Margaret L. (El.)	Topeka.
Adams, Rose (El.)	Emporia.
Allen, George A., jr. (El.)	Netawaka.
Amyx, Henry Bascom (El.)	Burlington.
Anderson, Gertrude F. (El.)	Galena.
Archer, Blanche Zelma (El.)	Garnett.
Backlund, Hattie (El.)	Lasita.
Baird, Mary Marincia (El.)	Cherryvale.
Baker, Andrew Jackson (El.)	Thayer.
Baker, Joseph Jefferson (El.)	Cherokee.
Baker, Lilian C. W. (El.)	Topeka.
Bassett, Albert J. (El.)	Dover.
Beatty, M. Annette (El.)	Osborne.
Bieber, Emma Alice (Lat.)	Colby.
Bieber, Etta Arminda (El.)	Colby.
Blanchard, Jessie (Lat.)	Kinsley.
Blood, John Winter (Lat., 5)	Toronto.
Boal, Mary S. (El.)	Clifton.
Bohr, Frank (El.)	Deerfield.
Boyd, Ida Ellen (El.)	Emporia.
Boyles, Ralph Arthur (Eng., 9, 10)	Emporia.
Brann, Laura Belle (El.)	Lincoln.
Brogan, Anna Helen (El.)	Hartford.
Brookens, Elgie Clifford (El.)	Harlan.
Brown, Ada A. (El.)	Emporia.
Brown, Delta Mae (El.)	Manhattan.
Brown, Roy Allen (El.)	Emporia.
Bunning, Edith Kathleen (El.)	Emporia.
Butler, Mary (El.)	Lyons.
Buxton, Anna (El.)	Linndale.
Buxton, Cora G. (El.)	Emporia.
Carter, Anna A. (El.)	Emporia.
Carter, Ida Estella (El.)	Plymouth.
Cash, *Annie M. (El.)*	Emporia.

Name.	Post-office.
Cash, Chas. Chester (El.)	Emporia.
Chance, Kathryn Gray (El.)	Emporia.
Chapman, Mina (El.)	Concordia.
Chellis, Mollie (El.)	Yates Center.
Cleveland, William Roy (El.)	Emporia.
Clewell, Harry E. (El.)	Belle Plaine.
Clymer, Edna (El.)	Emporia.
Clymer, Pearl Orsyth (El.)	Emporia.
Coffin, Frances (El.)	Emporia.
Colton, Martha (El., 13)	Leavenworth.
Conner, David E. (Lat.)	Emporia.
Conron, Nellie M. (El.)	Wakarusa.
Cook, Gracia (El.)	Parsons.
Coover, Oakey D. (El.)	Farmersburg.
Cornelius, Grace (El.)	Rantoul.
Cotton, Lilla May (El.)	Colony.
Coughlin, Edward Henry (El.)	Edgerton.
Coughlin, Robert Emmett (El.)	Edgerton.
Crawford, Ethel D. (El.)	Ottawa.
Crouch, Annie Georgianna (El.)	Maple Hill.
Culp, Cornelius, jr. (El.)	Troy.
Curry, Mame (El.)	McPherson.
Darrough, Abbie (El.)	Emporia.
Davidson, Effie B (El.)	Yates Center.
Davis, Harry Jefferson (El.)	Mingo.
DeLapp, Ethelene B. (El., 9)	Cherokee.
Deputy, Mary Lee (Lat.)	Emporia.
Dexter, Minnie Etta (El.)	Home.
Diehl, Minnie Grace (El.)	Louisburg.
Dillon, Mollie (El.)	Norton.
Drew, Clara Maud (El.)	Rexford.
Dubach, U. Grant (El.)	Wathena.
Duckworth, Horatio Claudius (El.)	Cherryvale.
Dunaway, Helen L. (El.)	Clay Center.
Ebright, Carrie (El.)	Holton.
Essick, Hattie (El.)	Kanopolis.
Ewing, Anna Clara (El.)	Parsons.
Farmer, Geo. H. C. (El.)	Emporia.
Farnsworth, Jennie Augusta (El.)	Topeka.
Fent, Ernest W. (El.)	Tint.
Fessenden, Ersel Miles (El.)	Emporia.
Finlayson, Elizabeth (Lat.)	Summerfield.
Flinn, Gertrude (El.)	Admire.
Foley, Louise (El.)	Atchison.
Free, Ethel G. (El.)	Chetopa.
Frith, Alice G. (El.)	Emporia.
Frogge, Chas. Houston (El.)	McCune.
Funk, Lowell (El.)	Kelly.
Garretson, Aletta M. (El.)	Wilsey.
Gasaway, Sue Esther (El.)	Springhill.
Gates, Hattie E. (El.)	Asherville.

Name.	Post-office.
Gayden, Floyd (El.)	Emporia.
Gernon, Anna (El.)	Russell.
Gerteis, Bertha (El.)	Derby.
Goddard, Annie (El.)	Dunavant.
Goodman, Ida (El.)	Lyndon.
Gordon, Arvilla Blanche (El.)	Emporia.
Graves, Hugh C. (Lat.)	Emporia.
Griffee, Leroy D. (El.)	Alden.
Griffee, Mrs. Lucy Williamson (El.)	Alden.
Gruwell, Francis W. (El.)	Naponee, *Neb.*
Hackney, Ernest C. (Lat.)	Sedgwick.
Haggerty, Burt W. (El.)	Lyndon.
Haight, Edith (El.)	McPherson.
Hail, Edith G. (El.)	Emporia.
Haney, Edward (El.)	Fontana.
Harder, Geo. Elmer (El.)	Zenda.
Harris, Fred (El.)	Quenemo.
Harris, Lucy (El.)	Garrison.
Hawkins, Hester D. (El.)	Topeka.
Hawkins, Lillian M. (El.)	Lincoln.
Hibberd, Ida May (El.)	Wellington.
Hildreth, Clara (El.)	Mound Valley.
Hilleary, Chas. M. (El.)	Macksville.
Hobble, Harriet (El.)	Dodge City.
Hoffman, Annie Marie (El.)	Parsons.
Holthaus, Mabel Alice (El.)	Atchison.
Hopkins, Annie P. (El.)	Ellsworth.
Horton, Elizabeth Emma (El.)	Harveyville.
Hosford, Harriet C. (El.)	Concordia.
Hoy, Mary (El.)	Webber.
Humes, Elwood (Lat.)	Emporia.
Humes, Maurice (El.)	Emporia.
Hungerford, Herbert B. (El.)	Mahaska.
Hunter, Agness Belle (El.)	Oskaloosa.
Huston, Mrs. Emma G. (El.)	Emporia.
Icke, May (El.)	Antelope.
Inches, Jennie M. (El.)	Stirling.
Ise, Hulda, (El.)	Downs.
Ise; Walter J. (Lat.)	Downs.
Kaiser, Arthur A. (El.)	Viola.
Kell, Birdie Grace (El.)	Dighton.
Kelly, Chas. (El.)	Morganville.
Kennedy, Ada (El.)	Topeka.
Kent, Harry Llewellyn (Lat.)	Belleville.
Kenyon, Elfrieda G. (El.)	Jetmore.
King, Clyde L. (Lat.)	Emporia.
Kirby, Clara E. (El.)	Paola.
Kirchner, Mrs. Della Layman (El.)	Arlington.
Kratochvil, Emil (El.)	Irving.
Lane, Frank P. (El.)	Burlington.
Langley, Frank (Eng.)	Olpe.

Name.	Post-office.
Leaf, Grace Mildred (El.)	Mankato.
Learned, Mrs. Carrie Wright (El.)	Plevna.
Lee, Dollie (El.)	Bison.
Lee, Floyd B. (Lat.)	Louisburg.
Leverenz, Minna (Lat.)	Parsons.
Lilly, Daisy (El.)	Emporia.
Lindblade, Christine (El.)	Waterville.
Lindsey, Jessie (El.)	Wellington.
Lindsey, Mollie (El.)	Wellington.
Lindsey, Nellie (El.)	Wellington.
Lippincott, Allie Medora (El.)	Waterville.
Long, Samuel Stover (El.)	Randall.
Lunceford, Albert Edward (Lat.)	Xenia.
McCoy, Anna (El.)	Oneida.
McCrary, Grace (El.)	Emporia.
McElroy, Maude A. (El.)	Frankfort.
McSberry, Anna D. (El.)	Scranton.
Maddox, Lulu K. (El.)	Concordia.
Mahin, Chas. A. (El.)	Arkansas City.
Manahan, Fred H. (El.)	Emporia.
Martin, Winnifred (El.)	Brookville.
Masters, Ira Harwood (El.)	Newton.
Masters, Joseph G. (Lat.)	Newton.
Metsker, Sonora (El.)	Overbrook.
Millard, Frank (El.)	Basil.
Miller, William Vernon (Eng.)	Emporia.
Mitchel, S. Eva (El.)	Winchester.
Momyer, Geo. Robert (El.)	Great Bend.
Moon, Jessamine (El.)	Emporia.
Moon, Virgil Holland (El.)	Emporia.
Morris, David (El.)	Howard.
Morrison, Edna B. (El.)	Parsons.
Moyer, Cora Juanita (El.)	Piedmont.
Mummau, Howard J. (El.)	Emporia.
Myers, Elmer James (Lat.)	Belleville.
Newlin, Mattie (El.)	Wetmore.
Niblo, Ella (El.)	Effingham.
Osborn, Thomas E. (El.)	Emporia.
Packard, Etta Blanche (El., 8)	Mansfield, *Ark.*
Page, Gertrude L. (El.)	Monument.
Pampel, Pauline (El.)	Vermillion.
Peirce, Ruth Anna (El.)	Partridge.
Piper, Ethelyn W. (El.)	Irving.
Polk, Ethel May (El.)	Emporia.
Pratt, Bertha May (El.)	Emporia.
Prickett, Sarah (El., 9)	Emporia.
Prose, Lula Pearle (El.)	Larned.
Prowse, Minnie Agnes (El.)	Emporia.
Ray, Jas. A. (El.)	Lincolnville.
Reed, Alma Irene (El.)	Eudora.
Reed, Edith M. (El.)	Greensburg.

Name.	Post-office.
Ridnour, Ethel June (Lat.)	Emporia.
Rishel, Arthur M. (Lat., 13)	Atoka, *I. T.*
Rogers, Geo. Earl (El.)	Emporia.
Rogers, Jessie Edith (El.)	Burlingame.
Rosendale, Christena (El.)	Cawker City.
Roser, Alice Minerva (El.)	Pine Ridge, *S. Dak.*
Rusch, Herman F. (El.)	Woodbine.
Russell, Ella May (El.)	Ottawa.
Salmon, Noah D. (El.)	Mount Hope.
Sanborn, Harry D. (El.)	Girard.
Sayre, Alva H. (El.)	Emporia.
Schaub, Louise M. (El.)	Parsons.
Schmidler, Lulu May (El.)	Marysville.
Seal, Harvey C. (Lat.)	Meriden.
Shaffer, Ida May (El.)	Hays.
Shearer, Lawrence Monroe (El.)	Cawker City.
Sheedy, Dennis J. (El., 5)	Fredonia.
Shidler, John Whittier (Lat.)	McCune.
Shoup, Mabel I. (El.)	Cimarron.
Skinner, Loretta May (El.)	Neodesha.
Slaughter, Julia May (El.)	Cimarron.
Slayton, Grace (El.)	Topeka.
Smith, Charles Marion (El.)	Xenia.
Smith, Mrs. Ida Giger (El.)	Emporia.
Smith Jessica (El.)	Harper.
Snyder, Anna Eleanor (Lat.)	Emporia.
Snyder, Francis I. (El.)	Sterling.
Sproat, Addie Maud (El.)	Topeka.
Stark, Adeline Maud (El.)	Prescott.
Steen, William Orlando (El.)	Norwood.
Stevenson, E. May (El.)	Beattie.
Stewart, Blanche (El.)	Topeka.
Stewart, John B. (El.)	Prescott.
Stout, Lois (El.)	Emporia.
Stubbs, Grace M. (El.)	Emporia.
Taggart, Maude Matilda (El.)	Meriden.
Taplin, Myra (El.)	Emporia.
Tear, Grace (El.)	Furley.
Thayer, Burt G. (El.)	Doniphan.
Thompson, Clarence Arthur (Lat., 9)	Halstead.
Thompson, Earl L. (El.)	Colony.
Thompson, Eli Dudley (El.)	Colony.
Thompson, Geo. O. (El.)	Olivet.
Thompson, Roy (El.)	Emporia.
Tredway, Chas. E. (El.)	La Harpe.
Troutman, Virginia (El.)	Comiskey.
Turner, Mabel Orcutt (El.)	Effingham.
Vrooman, Lulu Elsie (El.)	Emporia.
Waller, Mrs. Mabel Rogers (El.)	Manila, *P. I.*
Ware, Charles Milton (Lat.)	Waterville.
Weatherby, Edmond Stearns (Lat.)	Ft. Yates, *N. Dak.*

Name.	Post-office.
Weisser, Helen (El.)	Paxico.
Wetzig, Hannah Amelia (El.)	Winkler.
Whitmore, Alfarata (El.)	Topeka.
Wilkin, Ada (El.)	Hutchinson.
Williams, Reese M. (El.)	Emporia.
Willis, Blanch (El.)	Ottawa.
Wills, Myrtle (El.)	Emporia.
Wolfe, Sarah Alice (El.)	Salina.
Woodhead, Georgia Madge (El., 8)	McLouth.
Woodhead, Mrs. Lucy E. (El.)	McLouth.

MUSIC COURSE.

Boyles, Ralph Arthur (Ve.)	Emporia.
Chenoweth, W. E. (Ve.)	Emporia.
Kenny, Gertrude (Po.)	Scammon.
Scott, Faye (Po.)	Emporia.
Starke, G. Sidney (Vn.)	Macksville.
Van Laningham, Lola (Po.)	Ashland.
Wilkinson, Edith Lucia (Po.)	Emporia.

MODEL SCHOOL GARDEN.

UNDERGRADUATES.

Name.	Post-office.
Abraham, Cecil (14)	Emporia.
Adams, Alice (A)	Perry.
Adams, Dollie (B)	Gas.
Adams, Frank (A)	Moline.
Adams, Laura (C)	Antrim.
Adams, Lena (B)	Perry.
Adee, Jessie G. (D)	Wells.
Ainsworth, Ruth Safford (A)	Atchison.
Akers, Elizabeth (H)	Prairie View.
Alexander, Clara Grace (H)	Manhattan.
Allen, Anna (15)	Emporia.
Allen, Anna Mae (5, 6)	Emporia.
Amyx, Kate (A)	Burlington.
Amyx, Raleigh (A, 13)	Burlington.
Andersen, Anne K. (B)	Lyons, *Iowa.*
Anderson, Anna E. (A)	Americus.
Anderson, Grace (1)	Clyde.
Andrews, Mary (1)	Emporia.
Andrews, Maud (A)	Okeene, *Okla.*
Appeltrad, Arthur E. (1, 13)	May Day.
Appeltrad, W. E. (A)	May Day.
Archer, Elva (C, 4)	Colby.
Armstrong, Jessie Adelia (A)	Hanover.
Arnold, Grace Z. (B)	Haverhill.
Arnold, Hattie Suvilla (D)	Emporia.
Arnold, Jane (14)	Emporia.
Arnold, Lorena (1, 8)	Troy.
Aspelin, Phœbe A. (A)	Dwight.
Atherton, Sarah Anne (H)	Emporia.
Austin, Calvin (15)	Emporia.
Austin, Gertrude (14)	Emporia.
Austin, Grace (D)	Dinas.
Austin, Harry (A)	Madison.
Austin, Julia (14)	Emporia.
Austin, William (2)	Emporia.
Ayers, Cora E. (A)	Emporia.
Ayers, Ethel H. (A)	Peabody.
Bachelor, George (14)	Emporia.
Backlund, Hemmie (C, 8)	Lasita.
Backlund, Huldah B. (D)	Lasita.
Bailey, Elsie (A)	Emporia.
Bailey, Grace E. (D)	Mankato.
Bailey, Ilena (C.)	Manhattan.
Bailey, Norbert (B)	Emporia.
Bain, Mollie (1)	Dunlap.
Baker, Ada Celestia (H)	Columbus.
Baker, Gertrude (1)	Mapleton.
Baker, Maggie (3)	Nelson, *Neb.*

Name.	Post-office.
Baker, Margaret (C)	Emporia.
Baker, Opal I. (A)	Emporia.
Baker, William L. (A)	Thayer.
Baldwin, Andromeda L. (A)	Emporia.
Baldwin, T. T. (B)	Independence.
Ball, Elsie (D)	Rosedale.
Baltz, Henry (C)	Attica.
Barker, Ira (A, 5)	Burns.
Barlow, Kate (1)	Emporia.
Barlow, Marian (A)	Belvidere.
Barnes, Bessie May (8)	Emporia.
Barnes, Frances S. (1)	Emporia.
Barnes, Goldie (A)	Emporia.
Barnes, Nellie (E)	Rosedale.
Barnes, Verne (D)	Emporia.
Barnett, Linna (E)	Emporia.
Barnhart, Ethel (A)	Centropolis.
Barnhart, Ralph E. (1)	Centropolis.
Bartholomew, Elbert T. (D)	Rockport.
Bauder, Lizzie (A)	Howard.
Bauer, Josephine (B)	Olpe.
Baumgardner, Laura (B)	Neodesha.
Beach, Otis W. (A)	Paola.
Beck, Ethel (A)	Republic.
Becker, Mary (B)	Logan.
Becker, Paul (8)	Emporia.
Beckey, Earl D. (D)	Linwood.
Belin, Fred A. (1)	Green.
Bell, Devolia J. (B, 8)	Marshall, *Mo.*
Bell, Otis (14)	Emporia.
Bell, Stella M. (F)	Ottawa.
Benedix, Margaret L. (H)	Valley Falls.
Benfer, Mabel (C, 13)	Raton, *N. M.*
Bennett, Clara Marion (B)	Emporia.
Bennett, C. H. (E)	Lenora.
Bennett, M'Louise (1)	Woodlawn.
Bentley, Clara (C)	Concordia.
Berrier, Mildred (D)	Emporia.
Berry, Emma (A)	Gognac.
Berry, Mrs. L. M. (7)	Kingman.
Berry, John (A)	Waterville.
Berry, M. Luvenia (A)	Gognac.
Berry, Myrtle (8)	Emporia.
Berry, Paul (14)	Emporia.
Beuoy, Cora (1)	Elmont.
Bevan, Louise J. (A)	Concordia.
Bicksler, Ella (A, 5, 6)	Emporia.
Biddinger, Elva (A)	Howard.
Bierbower, Alice (A)	Colfax, *Ill.*
Bierly, Kirk (A)	Westphalia.
Bigalow, Ella Louise (A)	Garnett.

Name.	Post-office.
Bird, John S. (E)	Atwood.
Bird, Mattie L. (A, 8)	Atwood.
Bishop, Charley (15)	Emporia.
Bishop, Lillian (8)	Emporia.
Black, Olive I. (7)	Kansas City.
Blackwood, Cora (B)	Emporia.
Blair, Esther (C)	Emporia.
Blair, Jane (E)	Emporia.
Blakely, Eliza Myrtle (B)	Madison.
Blakely, Georgianna (14)	Emporia.
Blakely, Myrtle (B)	Madison.
Blanchard, Kittie (8, 10)	Kinsley.
Blankenship, Ruby (1)	Severy.
Bloomhuff Clara (A)	Emporia.
Boles, Pearl (A, 9)	Liberal.
Bolton, Grace (E)	Wamego.
Boody, Carrie A. (A)	Arlington.
Bookout, Nina (B)	Olathe.
Bookout, Vera (1)	Olathe.
Boshell, Perley James (1)	Great Bend.
Boshell, Zella E. (1, 9)	Great Bend.
Bosley, G. A. (C)	Council Grove.
Bostwick, Ella (D)	Iola.
Botsford, Anna C. (H)	Emporia.
Bourke, Emma (A)	Pomona.
Bourke, Leo (A)	Pomona.
Bowers, Benjamin F. (H)	Centropolis.
Bowers, Fred (14)	Emporia.
Bowers, Mary (A)	Centropolis.
Bowersox, O. L. (A)	Wayne.
Boyd, Deane (1)	McLouth.
Boyd, Floye (1)	McLouth.
Boyd, Laura M. (8, 10)	Grand River, *Iowa.*
Boyd, Nelle (A)	Independence.
Boyle, Carl S. (D, 6)	Emporia.
Boyle, D. H. M. (D)	Louisburg.
Bradbury, Pearl (A)	Bartlett.
Braddock, Edith (A)	Madison.
Bradford, Ella (A)	Humboldt.
Bradley, Dorthea (8)	Emporia.
Bradley, Maude (D)	Muscotah.
Brandenburg, Georgia (14)	Bushong.
Brandley Flora (B, 8, 9, 10)	Matfield Green.
Brann, Pearl (C, 9)	Lincoln.
Breese, Julia (A)	Elmdale.
Brethour, Clara E. (A)	Green.
Bright, Ira (C)	Hutchinson.
Brinkman, Ada M. (D)	Larned.
Brinkman, Mabel Jose (E)	Great Bend.
Brislen, Jessie (A)	Plymouth.
Brittain, Pearl (E, 8)	Emporia.

Name.	Post-office.
Brogan, Mamie E. (B)	Emporia.
Brooks, Bessie M. (C)	Emporia.
Brooks, Minne Bruce (8)	Parsons.
Broughton, Jennie Bell (F)	McPherson.
Brown, Edward Macaulay (A)	Greensburg.
Brown, Frank Emerson (D)	Garnett.
Brown, George E. (F)	Emporia.
Brown, G. M. (A)	Stockton.
Brown, Howard (14)	Emporia.
Brown, Jackson (14)	Emporia.
Brown, Luvenia (B)	Topeka.
Brown, Mamie (1)	Neal.
Brown, Sara Josephine (E)	Pittsburg.
Brown, Warwick (14)	Emporia.
Brownell, Sargent (13)	Emporia.
Brunk, Ina (8, 10)	Emporia.
Brunk, Lelia (B)	Emporia.
Brush, William (C)	Rose.
Bull, Fred G. (A)	Mentor.
Bunch, Victoria (H)	Lowell.
Bundy, Florence E. (E)	Burden.
Burger, Nellie E. (B)	Winfield.
Burk, Ethel (1)	Clifton.
Burke, Emma G. (A)	Dwight.
Burke, Ernest (A)	Flint Ridge.
Burkholder, E. Catherine (H)	Fort Scott.
Burney, Rose (A)	Ottawa.
Burns, Olive (C)	Emporia.
Burt, L. B. (D)	Wabaunsee.
Burton, Pearl (A)	Council Grove.
Burton, Mrs. Jennie L. (3)	Kansas City.
Butler, Nellie (B)	New Murdock.
Butler, Olive (B)	New Murdock.
Buxton, Edward (E)	Linndale.
Buxton, Walter (B)	Linndale.
Byers, Fred (A)	Hepler.
Byers, Olive L. (A)	Hepler.
Byram, Eunice (D)	Cedar Point.
Byrne, Lizzie (1)	North Topeka.
Byrne, Nellie (1)	North Topeka.
Calfee, A. H. (A)	Almena.
Callender, George W. (D, 8)	Stockton.
Campbell, Frank (14)	Emporia.
Campbell, Margaret (D)	West Milton, *Ohio.*
Canavan, Alice Dorothy (D)	Junction City.
Carlile, Anna (H)	Osawatomie.
Carnahan, Clara (C)	McLouth.
Carnahan, Katie (1)	McLouth.
Carney, Ella (C)	Beloit.
Carpenter, Alma Clare (A)	Galena.
Carpenter, Gertrude (B)	Girard.

Name.	Post-office.
Carr, Grace (A)	Emporia.
Carson, Alberta (A)	Valeda.
Carson, Letitia (1)	Valeda.
Carson, W. E. (A)	Urbana.
Carter, James (14)	Emporia.
Carter, N. F. (B)	Emporia.
Carver, Arthur W. (H)	Emporia.
Case, Myrtle (1)	Alta Vista.
Case, Sallie (1)	Paola.
Cassity, Hattie L. (A)	Ashland.
Castle, Pearl M. (A)	Emporia.
Castleberry, Ida M. (C)	McCune.
Cawley, James A. (1)	Arrington.
Chamberlain, John E. (H)	Waverly.
Chase, Joseph C. (B)	Beattie.
Chenoweth, Dora (B, 8)	Bushong.
Chenoweth, William E. (8, 9)	Bushong.
Chestnut, Oscar (A)	Waverly.
Christian, Robert (1)	Carlyle.
Clark, Agnes (E)	Alta Vista.
Clark, Arthur Miller (H)	Emporia.
Clark, Beatrice (A)	Hutchinson.
Clark, Benton (1)	Emporia.
Clark, Harry J. (A)	Centropolis.
Clark, Luther L. (B)	Emporia.
Cleveland, C. G. (13)	Emporia.
Clinkscale, Mary (1)	Stafford.
Clymer, Myra (E)	Emporia.
Cochran, Elmer (14)	Emporia.
Codding, John S. (1)	Pottawatomie.
Coe, John E (1)	Emporia.
Coffin, L. A. (H)	Wilsey.
Coffin, Roy E. (1)	Axtell.
Coffman, Myra (C)	Madison.
Colborn, S. Dollie (1)	Medicine Lodge.
Cole, Floyd J. (B)	Atchison.
Cole, Hayward C. (A)	Atchison.
Cole, Richard, jr. (A)	Emporia.
Coleman, Cora E. (A)	Overbrook.
Coleman, Mary L. (A)	Overbrook.
Coleman, Mary R. (A)	Emporia.
Coleman, R. E. (E)	Overbrook.
Collett, Mabel A. (B)	Burns.
Collette, Minnie (1)	Emporia.
Collins, Lillie B. (B)	Hall's Summit.
Collins, Myrtle (1, 13)	Saffordville.
Collins, Will (1)	Saffordville.
Conkright, Nellie G. (A)	Chanute.
Connell, Sadie F. (A)	Reading.
Conner, Mrs. K. G. (H)	Emporia.
Connor, Margaret (C)	Rosedale.

Name.	Post-office.
Cook, Annabelle (E)	Topeka.
Cook, Elma (A)	Emporia.
Cook, Jerry Hewett (D)	Camchester.
Cook, Mrs. Nettie Fowler (D)	Kildare, *Okla.*
Coomber, Flora (C, 8)	Jewell City.
Cooper, Alice B. (A)	Jewell City.
Cooper, May (E)	Wichita.
Copeland, Lora M. (A)	Eskridge.
Corbett, Kenneth (15)	Emporia.
Corbin, Ariana (A, 8)	Winfield.
Cornick, Alice (C)	Anthony.
Cosgrove, Helen (F)	Hartford.
Coulson, Alva (14)	Emporia.
Coulson, Eva E (D)	Emporia.
Courtney, Grace (C)	Ackerland.
Courtney, Lucy (B)	Piedmont.
Covert, Lida K. (B)	Emporia.
Covert, Mattie C. (D)	Emporia.
Covert, Timon (B)	Emporia.
Cowan, Arthur M.	Athol.
Cowles, Ollie Josephine (A)	El Dorado.
Cox, George W. (C)	Rose.
Cox, Leighty (B)	Rose.
Craig, Elza D. (A)	Galesburg.
Craig, Lulu (A)	Nicodemus.
Craig, William Edwin (B)	Galesburg.
Cramer, Emma (A, 8)	Ottawa.
Cramer, Stella (A, 8)	Douglass.
Crawford, Susie F. (E)	Paola.
Creel, Grace (B)	Lawrence.
Creighton, Bertha E. (D)	Americus.
Cromer, Horace (A)	Emporia.
Cromer, Lucella (H)	Emporia.
Cromer, Luther (14)	Emporia.
Cromer, Paul Eli (B)	Emporia.
Cromer, Stuart (14)	Emporia.
Cromer, William (14)	Emporia.
Cron, Anna M. (H)	Augusta.
Crow, Beulah (C, 8)	Kinsley.
Crozier, Aletha V. (B)	Burdett.
Culbertson, Edwin (A)	Erie.
Culbertson, Myrtle (1)	Erie.
Culbertson, William S. (A)	Emporia.
Cullen, Louise Callista (F)	Iola.
Culley, Elmer E. (A)	Earleton.
Culver, Ella (A)	Syracuse.
Cummings, Minnehaha Bright (C)	Emporia.
Cummins, Benjamin Easton (A)	Eureka.
Cunningham, Ella (1)	Emporia.
Curry, Mabel (A)	Strawn.
Curtis, Charles (1)	Wallula.

Name.	Post-office.
Curtis, George (A)	Burdett.
Curtis, Nellie (1)	Dunlap.
Custer, J. O. (D)	St. George.
Daley, Hannah (A)	Chanute.
Daniel, Orphia Estella (H)	Emporia.
Daniels, Ellen (B)	Athol.
Danks, Otsie (1)	Lakeland.
Darrough, Mark Everet (B)	Emporia.
Davidson, Lois (15)	Emporia.
Davidson, Mary E. (A)	Girard.
Davidson, Maud (C)	Girard.
Davies, Eva B. (1)	Oak Hill.
Davies, Ivor (A, 13)	Lebo.
Davies, John (H)	Lebo.
Davis, Dale Henry (A)	Peck.
Davis, Felicia D. (D)	Topeka.
Davis, George (1)	Emporia.
Davis, Lloyd (A)	Sharon.
Davis, Mamie Alice (D)	Neosho Rapids.
Davis, Minnie May (H)	Longton.
Davis, Nannie Lee (C)	Peck.
Davis, Ruby Eleanor (B, 8)	Talmo.
Davis, Vesta (C)	Stockton.
Davis, Winifred Lloyd (F)	Emporia.
Davison, Mary Hall (C)	Redfield.
Dawson, Lulu B. (D)	Emporia.
Dean, Mabel (A)	Peabody.
De Baun, Edwin (C, 5)	Emporia.
De Camp, Maude Alice (H)	Emporia.
Decker, Albert Irvin (E)	Lafontaine.
Decker, Homer (A)	Emporia.
Decker, Montana (8, 9)	Mankato.
De Lay, Clare (1)	Emporia.
De Lay, Flora (B, 5)	Emporia.
Delp, Arthur D. (1)	Kinsley.
Deweese, Eva (E)	Emporia.
Deweese, Cama E. (C)	Emporia.
Dezell, Inez Belle (B)	Hill City.
Dickson, Katherine (1)	Elk.
Diefendorf, Anna (1)	Emporia.
Dill, Haddie I. (C)	Eskridge.
Dillon, Frances (1)	Tonganoxie.
Dimon, Charles A. (B)	Clay Center.
Ditson, Jessie (A)	Galena.
Donaldson, A. Mae (A)	Westphalia.
Dougherty, Alma Dorothy (A)	Emporia.
Douglas, Adelaide (15)	Emporia.
Douglas, Agnes (14)	Emporia.
Douglas, Charles (14)	Emporia.
Dow, Florence May (A)	Salina.
Dowden, Abigail (14, 8)	Emporia.

Name.	Post-office.
Dowden, Edith (14, 8)	Emporia.
Downs, Thomas P. (A)	Beloit.
Doyle, Dorothy (F)	Council Grove.
Drake, Clementina (A)	Emporia.
Drake, Frank, jr. (C)	Wetmore.
Drake, Katie (A)	Emporia.
Drake, Lewis (1)	Emporia.
Driskell, Effie (A)	Washington.
Duckworth, Annie (A)	Cherryvale.
Dunfield, Edna F. (A)	Lebo.
Dunlap, Bertha (1)	Emporia.
Dunlap, James Ray (C)	Bonner Springs.
Dunn, Margaret (A)	Scammon.
Dunton, J. E. (A)	Emporia.
Dunton, May (A)	Parker.
Dunton, Stella (C)	Lebanon.
Dunton, Willis L. (C, 9, 13)	Emporia.
Dwelle, Horatio S. (F)	Cedar Point.
Ealy, Marguerite (14)	Emporia.
Easley, Anna (B)	Elk City.
Eastman, Grace (C)	Hutchinson.
Easton, Arlington (15)	Emporia.
Eaton, Lottie (A)	Clifton.
Ebling, Mayme E. (8, 9, 10)	Downs.
Edgington, Leroy Douglas (C)	Burlingame.
Edie, Katie E. (H)	Lebo.
Edwards, Hannah Mary (E, 5)	Emporia.
Ehmke, Katharine (B)	Dighton.
Eibes, Bertha E. (A)	Tonganoxie.
Eisenhaver, Ada R. (A)	Ottawa.
Elder, Gwendolin (C)	Emporia.
Elliott, Arah (14)	Emporia.
Elliott, J. W. (B)	Emporia.
Elliott, Mamie (8)	Emporia.
Ellis, Evelyn (14)	Emporia.
Ellis, Jackson (E)	Emporia.
Ellis, Mildred (D)	Emporia.
Ellis, Nellie R. (C)	Topeka.
Ellis, Ruth (C)	Emporia.
Ellis, Sibyl (14)	Emporia.
Ellsworth, Fay (1)	Emporia.
Ellsworth, Leon (A)	Fort Scott.
Elmore, Lela L. (A)	Carthage, Mo.
Elmore, Zephyr (14)	Emporia.
Elsenraat, F. H. (1)	Earleton.
Elswick, Etta (B)	Perry.
Embrey, Edwin (1)	Danville.
Emerson, Edith (B)	Emporia.
Engle, Florence (A)	Galesburg.
Engle, Lawrence (13)	Emporia.
Engle, Lowell (13)	Emporia.

Name.	Post-office.
Engle, N. Ferd (1)	Galesburg.
English, Maud (A)	Lake City.
Epley, Gertrude (A)	Lawrence.
Epley, Hattie (A)	Lawrence.
Epp, Dora M. (1)	Neal.
Epp, Herman Theodore (1)	Neal.
Ernst, Lena (C, 13)	Lansing.
Errett, Henry (A)	Gridley.
Etter, Homes O. (A)	Vernon.
Evans, Elsie (B)	Argentine.
Evans, Gregg (14)	Emporia.
Evans, Terry (15)	Emporia.
Everett, Ida (1)	Rose.
Everett, Katharine (B)	Welda.
Everett, Mollie (1)	Rose.
Ewen, James S. (D)	Colony.
Ewers, Jessie (E)	Sedan.
Fairchild, Mary (D)	Emporia.
Fairley, Hadley B. (B)	Chautauqua.
Fallas, Mrs. Flora W. (3)	Kirwin.
Farber, Ora (A)	Hoxie.
Farrar, Julia (1)	Jarbalo.
Faust, Irving (14)	Emporia.
Fawcett, Donald (14)	Emporia.
Fawcett, Hazel (B)	Emporia.
Felker, Florence R. (D)	Hoyt.
Felker, Mabel A. (E)	Hoyt.
Felker, Preston R. (1)	Hoyt.
Felter, Harry Wilber (H)	Emporia.
Fenlon, Vyrl (15)	Emporia.
Fent, Elma J. (1)	Tint.
Fent, Libbie (C)	Tint.
Fickel, Elmer (A)	Emporia.
Fickel, Walter (A)	Agenda.
Fields, Lucille (14)	Topeka.
Filley, Lela May (B)	Burlingame.
Finklea, Raymond (B)	Troy.
Firth, Harry (13)	Emporia.
Fish, Loretta (A)	Emporia.
Fisher, Bessie M. (C)	Cedar Vale.
Fisher, Bonnie (B)	Emporia.
Fisher, Natta (C)	Emporia.
Fisher, T. H. (A)	Emporia.
Fitzmorris, E. D. (14)	Emporia.
Fix, Mina (1)	Furley.
Fleming, Jno. A. (F)	Buffalo.
Fleming, Tom (15)	Emporia.
Fletcher, Ethel (1)	Gridley.
Fletcher, Gertrude (1)	Gridley.
Flinn, Mary (A)	Admire.
Fogelberg, Bel (A)	Republic.

Name.	Post-office.
Ford, Hallie C. (C, 8, 10)	Fort Scott.
Forde, Edgar M. (C)	Emporia.
Forde, Margaret I. (8)	Emporia.
Fordyce, Edward (1)	Emporia.
Forward, Inez Lois (8)	Emporia.
Foster, John (14)	Emporia.
Foster, Kathleen (A)	Leeds.
Foute, Bessie L. (B)	Frankfort.
Fowler, Caroline (A)	Ford.
Fowler, Emma (1)	Ford.
Francis, Vera (7)	Kansas City.
Frankenberger, Donald (13, 14)	Emporia.
Fraser, John E. (A)	Scandia.
French, Esther May (3)	Emporia.
Fridley, J. B. (B)	Marion.
Friels, Alicia (E)	Emporia.
Frith, Grace (B, 5)	Emporia.
Frith, Mary (14)	Emporia.
Frith, Mollie (14)	Emporia.
Fritz, Emily (1)	Beattie.
Fronk, Mary Rosa (D)	Meriden.
Frossard, Myrtle (D)	Russell.
Fry, Alice (3)	Hope.
Fry, Alvin (14)	Emporia.
Fry, Erma Marie (A)	Abilene.
Fry, Mamie E. (3)	Hope.
Fuller, Glenn (14)	Emporia.
Fuller, Pearle H. (A)	Emporia.
Fullerton, Jennie M. (A)	Eskridge.
Fullerton, Martha Luella (A)	Eskridge.
Fulton, Adrienne (8, 10)	Idana.
Furry, Maude (1)	Lenexa.
Furry, May (A)	Lenexa.
Gaddis, H. L. (D)	McCune.
Gaffney, Albert (14)	Emporia.
Gaffney, Berlin (14)	Emporia.
Gaffney, George (14)	Emporia.
Gaffney, Herbert (14)	Emporia.
Gahan, George (14)	Emporia.
Gallagher, Amelia (C)	Emporia.
Gallagher, Grace G. (A)	Emporia.
Galloway, H. Lee (A)	Harper.
Gambill, Gusta (B)	McCune.
Gamble, Lena (C)	Tonganoxie.
Ganoung, Edwin Grant (H)	Cawker City.
Ganoung, Mrs. Maude (H)	Cawker City.
Gant, Mary Gertrude (D)	Topeka.
Gant, Minnie M. (A)	Medicine Lodge.
Gardner, N. Elsie (C)	McLouth.
Gardner, Sadye (A)	Tampa.
Garner, Stella M. (A)	Emporia.

Name.	Post-office.
Garrison, Mark A. (A)	Waverly.
Garrison, Oscar (1)	Waverly.
Gaughan, Nellie (A)	Chanute.
Gause, Winona (14)	Emporia.
Gaut, Roy M. (5, 6)	St. John.
Gaylord, Mary Ella (C, 8)	Clyde.
Gearhart, Hazel (E)	Emporia.
George, Mary Etta (H, 8)	Emporia.
Gerteis, Amelia (A)	Derby.
Gibson, Daisy M. A	Arrington.
Gibson, Mrs. Margaret I. Lee (D)	Emporia.
Gift, Althea (A)	Smith Center.
Gift, Mary Alice (D)	Smith Center.
Gilbert, John E. (C)	Lincolnville.
Gilmer, Clara Madge (D)	Arkansas City.
Gilmore, Sadie Edna (D)	Burlington.
Gist, Ray (B)	Bushong.
Glass, Oceola (C)	Augusta.
Good, Alvin (B)	Cimarron.
Gore, Alvin G. (B)	Oswego.
Gough, William (A)	Elk City.
Gould, Winifred F. (C)	Emporia.
Grabendike, Albert (15)	Emporia.
Grady Robert (15)	Emporia.
Graham, Miss M. E. (A)	Conway Springs.
Graham, Ruth (A)	Olathe.
Grant, Elsie Mabel (H)	Emporia.
Grant, Ethel (15)	Emporia.
Grant, Vernon L. (A)	Emporia.
Graves, Ina (B)	Emporia.
Graves, Scott S. (E)	Emporia.
Graves, Stella (C)	Emporia.
Gray, Astor (14)	Emporia.
Gray, Evan Dent (15)	Emporia.
Gray, Frank P. (B)	Clay Center.
Green, Fred (D)	Emporia.
Green, Mary (1)	Williamsburg.
Green, Nellie (E)	Whiting.
Green, Wm. Ray (A)	Lawrence.
Greening, Hattie (1)	Emporia.
Greever, Helen (F)	Emporia.
Gregg E. M. (A	Garnett.
Griffith, Bernice (14)	Emporia.
Griffith, Blanche (A)	Paola.
Griffith, Freddie (15)	Emporia.
Grigsby W H. (A)	Attica.
Grimsley, Pearl (A)	Emporia.
Grimsley, Myra Ines (C)	Americus.
Grosser, Emily Caroline (H, 7)	Enterprise.
Grove, Blanche (B)	Emporia.
Grubbs, Ora F. (H)	Neosho Falls.

Name.	Post-office.
Grundy, Ruth A. (13)	Alva, *Okla.*
Gruwell, Elvin (14)	Emporia.
Gunn, Maud A)	Valley Falls.
Gwartney, Carrie May (A)	Lowemont.
Gwinner, Goldie (1)	Emporia.
Haag, John (1)	Emporia.
Hail, Will (A)	Emporia.
Hale, Florence (C)	Topeka.
Hall, Durell (14)	Emporia.
Hall, Emily (C)	Abilene.
Hall, Grace (A)	Reading.
Hall, Margaret (B)	Ellsworth.
Hall, Mary (1)	Emporia.
Hall, Myrtle J. (B)	Reading.
Hall, Vesta (F)	Emporia.
Hamer, Irene (15)	Emporia.
Hamilton, Nellie (8)	Emporia.
Hammer, Edna M. (8)	Emporia.
Hancock, Della L. (C)	Allen.
Hancock, Ethel Kathryn (B)	Allen.
Hancock, May (H)	Emporia.
Hanson, Esther (E)	Marquette.
Hardcastle Ava (8, 14)	Emporia.
Hargiss, Leonard (A)	Pittsburg.
Harold, Fannie (C)	Neosho Falls.
Harper, M H. (B)	Neal.
Harper, Samuel (5)	Emporia.
Harris, Bertha (B)	Piedmont.
Harris, Gertrude (C)	Madison.
Harrison, Dora (D)	Emporia.
Harrison, Nellie (C, 8)	Oswego.
Harvey, Anna (H, 8)	Emporia.
Harvey, Bessy (1)	Emporia.
Harvey, Edward Maris (A)	Galena.
Haslam, Marion Kate (4)	Council Grove.
Hawes, Maggie (B)	Benton.
Hawkinson, Hildagard (A)	McPherson.
Haynes, Alvin (14)	Emporia.
Haynes, Carol (14)	Emporia.
Haynes, Donald (14)	Emporia.
Haynes, Dorothy (15)	Emporia.
Haynes, Edith (8, 14)	Emporia.
Haynes, Henrietta (14)	Emporia.
Haynes, John (14)	Emporia.
Haynes, Mabel (8, 14)	Emporia.
Haynes, Margery (D)	Emporia.
Haynes, Marguerite (14)	Emporia.
Haynes, Mari (14)	Emporia.
Haynes, Raymond (1, 13)	Emporia.
Haynes, Sue D. (A)	Perry.
Haynes, Violet M. (B)	Emporia.

Name.	Post-office.
Hays, Beatrice (A)	Bazaar.
Hays, Edith (D)	Nortonville.
Hazzard, Clara R. (A)	Alta Vista.
Heacock, Ida M. (A)	Parsons.
Hedges, Ezra T. (A)	Elk City.
Heffron, Lizzie (A)	Strawn.
Hegwer, Dewis E. (A)	Elk.
Heil Mabel L. (E)	Topeka.
Held, Cora E. (H)	Emporia.
Held, Rose Belle (D)	Burlington.
Hemenway, R. G. (C)	Hope.
Henderson, Robt. L. (H)	Emporia.
Hendriksen, Clara (E)	Atchison.
Hendrix, Sam (A)	Bayard.
Henline, Lottie (C)	Arkalon.
Hensley, Bert (D)	Emporia.
Hensley, Edwin (14)	Emporia.
Hensley, George (C)	Emporia.
Hensley, Nellie (B)	Emporia.
Heritage, Katie (1)	Gridley.
Heritage, Maud (1)	Gridley.
Herst, H. H. (1)	Argonia.
Hester, Clara (A)	Ottawa.
Hetzel, Eva (B)	Newton.
Hetzel, George (E)	Elmont.
Hiatt, May B)	Emporia.
Hibbard, Mrs. Rosa M. (H, 7)	Emporia.
Hickey J Lavonia (C)	Baileyville.
Hickman, Lillie (D)	Kaw City, *Okla.*
Higgins, Claire L (B)	Blue Rapids.
Higgins, Hazel (A, 8)	Emporia.
Hildreth, George (A)	Lost Springs.
Hill, Alfred (8)	Emporia.
Hill, Clara (4)	Hutchinson.
Hill, Muriel (14)	Emporia.
Hill, Ormond (14)	Emporia.
Hill, Sarah (B)	Beloit.
Hill, Thos. (C)	Beloit.
Hinshaw, David (1)	Emporia.
Hinshaw, Eleanor (1)	Emporia.
Hinson, Ollie F. (1)	Pleasanton.
Hobble, Carrie (A)	Dodge City.
Hodgson, Hattie (8)	Emporia.
Hodgson, Mary (8)	Emporia.
Hoffman, Thaddeus (A)	Elk.
Hogbin, Kathryn (A)	Syracuse.
Holbart, Robert (15)	Emporia.
Holcomb, Helen (B)	Topeka.
Holderman, Julia (A)	Madison.
Hollingsworth, Earle (1)	Emporia.
Hollingsworth, Harry (B)	Emporia.

Name.	Post-office.
Holloway, Jessie (A)	Washington.
Holmes, May (C)	Prescott.
Honska, Otto J. (A)	Lincolnville.
Hooker, M. G. (B)	Council Grove.
Hoover, Blanche (1)	Canton.
Hoover, R. W. (F)	Mahaska.
Hopkins, Adelaide	Stockton.
Horton, Margaret (1)	Emporia.
Hoss, Georgia (C)	Brainerd.
Hoss, Hulbert (1)	Brainerd.
Houck, Christine (D)	Oswego.
Houdek, Jennie (8, 10)	Munden.
Houghton, Belle (A)	Emporia.
Houser, Ora (1)	Anthony.
Houston, Eula A. (D, 8)	Potwin.
Houston, M. Ona (1)	Potwin.
Howard, Elizabeth Hattie (A)	Vernon.
Howard, Ida Letitia (A)	Hutchinson.
Howard, Katie E. (A)	Erie.
Howard, Sherman Hayes (D)	Erie.
Howell, Ivan (A)	Emporia.
Howell, May Odessa (H)	Emporia.
Huested, Chas. V. (A)	Emporia.
Huey, Chas. Sumner (C)	Emporia.
Huff, Adella (1)	Olathe.
Huffman, Faye (C)	Emporia.
Huggins, Jesse (1)	Emporia.
Huggins, Lena L. (C)	Emporia.
Huggins, Roy (1)	Emporia.
Hughes, Anna (14)	Emporia.
Hughes, Clarence (1)	Emporia.
Hughes, Emrys N. (B)	Emporia.
Hughés, Hannah (14)	Emporia.
Hughes, Jane (C)	Emporia.
Hughes, Reese (A)	Dunlap.
Hull, Oscar (A)	Potwin.
Hull, Rosa (1)	Elmo.
Hullet, Fred B. (A)	Coldwater.
Hullet, Lester L. (1)	Coldwater.
Humes, Mary (14)	Emporia.
Humphreys, Lucile (15)	Emporia.
Hunt, Lloyd (A)	Miltonvale.
Hunter, Clyde (14)	Emporia.
Hunts, Maud (B)	Pleasanton.
Hurley, Jennie (A)	Meriden.
Huston, Harold (14)	Emporia.
Hyames, Alson L. (D)	Healy.
Hyames, Frank M. (D)	Healy.
Hyland, M. A. (A)	Washington.
Hyndman, Miller (A)	Beulah.
Inches, Minnie (A)	Sterling.

Name.	Post-office.
Ingraham, Sadie Elinore (A)	Westmoreland.
Irelan, Elma C. (E)	Topeka.
Ison, Bessie (5)	Neosho Rapids.
Jackson, Alice (A)	Pleasanton.
Jackson, Lee (F)	Barnard.
Jackson, Nellie (13)	Hartford.
Jackson, Thomasine Cynthia (D)	Eureka.
Jacob, Mabel V. (B)	Reading.
Jacobs, Anna (A)	Emporia.
Jaggard, G. H. (A)	Howard.
Jamison, Lulah (1)	North Topeka.
Jennings, Casper D. (E)	Macksville.
Jeremy, Ralph (14)	Emporia.
Jeremy, Ruth (14)	Emporia.
Jewitt, A. L. (C)	Yates Center.
Johnson, Anna O. (E)	Ottawa.
Johnson, Dess (8)	Emporia.
Johnson, Hattie May (H)	Topeka.
Johnson, Lola (B)	Ottawa.
Johnson, A. Lucile (C)	Kinsley.
Johnson, Maude (A)	Emporia.
Johnson, M. Helen (B)	Emporia.
Johnson, Nanette Florenza (D)	Emporia.
Johnson, Nora (A)	Paola.
Johnson, W. L. (1)	Brainerd.
Jones, Bessie (8)	Grantville.
Jones, Cora (1)	Halstead.
Jones, Dora (D)	Emporia.
Jones, Earle (1)	Burlington.
Jones, Earl Dwight (B)	Whitewater.
Jones, Edith (8)	Emporia.
Jones, Elizabeth (A)	Lebo.
Jones, Estella (B)	Halstead.
Jones, Florence Ella (2)	Emporia.
Jones, Gladys (8)	Emporia.
Jones, Hazel M. (A)	Lebo.
Jones, Iola (B)	La Harpe.
Jones, Lena H. (B)	Wakarusa.
Jones, Lucy (E)	Tonganoxie.
Jones, Margaret (F)	Emporia.
Jones, Meddie Maeze (B)	Cherokee.
Jones, Walter A. (A)	Olpe.
Jones, Willie Belle (C, 8)	Parsons.
Kamm, Anna L. (D)	Valley Falls.
Karr, Sallie G. (B)	Girard.
Kays, Emma (A)	Stilwell.
Keath, Bernie Ashton (H)	Howard.
Kell, J. A. (C)	Shields.
Keller, Anna (H)	Hays.
Keller, William Heber (H)	Hays.
Kellerman, Blanche (C)	Mound City.

MAY POLE.

Name.	Post-office.
Kelley, Maude F. (D)	Marion.
Kellogg, Charley (A, 8)	Wayne.
Kelly, Beryl (14)	Emporia.
Kelly, Elizabeth (1)	Blackburn, *Okla.*
Kelly, Helen (A, 4)	Cedarvale.
Kendig, Floyd (15)	Emporia.
Kennedy, Leslie (14)	Emporia.
Kennedy, Leta (14)	Emporia.
Kenney, Frances (E)	Paola.
Kenny, Gertrude (8, 10)	Scammon.
Kepple, Agnes (1, 8)	Emporia.
Kepple, Frank Edward (1)	Emporia.
Kerr, Ethel (1)	Americus.
Kerr, Mary F. (C)	Americus.
Keyes, Amelia E. (4)	Atchison.
Keys, Stella (H, 13)	Orange, *Cal.*
Kibler, Georgia F. (8)	Wellsville.
King, Lola (8)	Plymouth.
King, Oda May (B)	Emporia.
King, Roy L. (1)	Emporia.
King, Wesley T. (B)	Emporia.
Kinkead, Mabel (B)	Emporia.
Kinkead, Virginia M. (A)	Jewell City.
Kirby, Amy G. (C, 8)	Paola.
Kiser, Clarah (B)	El Dorado.
Kissinger, Pearl (A)	Tonganoxie.
Klaus, Theodore Joshua (B)	Easton.
Klepper, Maud V. (A)	Emporia.
Klepper, Ruth (15)	Emporia.
Klinkenberg, Pauline (A)	Tonganoxie.
Knowles, Annabel (D)	Marion.
Knox, Archie (14)	Emporia.
Knox, Edith (1)	Emporia.
Knox, Virgal (14)	Emporia.
Koerner, Eda (1)	Dunlap.
Kramer, Kate (B)	Osage City.
Kraum, George (1)	Emporia.
Kuhlmann, Ida (A)	Hanover.
Lackner, Amelia Marie (D, 9)	Russell.
Lacock, Gertrude (A)	Columbus.
Lakin, Albert (15)	Emporia.
Lamb, Lottie (8)	Americus.
Lambert, Caroline (13)	Emporia.
Lambert, D. (A)	Bartlett.
Lamborn, Abbie (14)	Emporia.
Lampton, John (B)	Emporia.
Lane, Clarence E. (A)	Kensington.
Lange, Daniel (1)	Jarbalo.
Lansdowne, John W. (A)	Elk Falls.
Larkin, Jessie (1)	Emporia.

Name.	Post-office.
Larson, Alma J. (1)	Chanute.
Larson, John A. (A)	Chanute.
Larson, Sara Etta (3)	Westbranch, *Iow*
Laubmann, Mary (B)	Russell.
Lawrence, Grace (B)	Emporia.
Lawton, Mariam (B)	Americus.
Leaf, Alice (D)	Mankato.
Learned, Elmer E. (H)	Plevna.
Learned, Leslie (14)	Emporia.
Lee, Estelle (A)	Riley.
Lee, Stephen Earl (H)	Topeka.
Leighty, Ethel (D)	Osage City.
Lent, Estella (8, 10)	Bronson.
Leonard, Anna (B)	Earleton.
Le Roy, Mrs. Louise (9)	Emporia.
Lesher, Mansie (A, 9)	Peabody.
Lewis, Charlotte (E)	Emporia.
Lewis, Hannah M. (A)	Emporia.
Lewis, Jane (1, 8)	Emporia.
Lewis, Lucinda (B)	Kansas City.
Lewis, Mary B. (A)	Stilwell.
Lewis, Nellie (A)	Emporia.
Liggett, Ocea (8)	Emporia.
Light, G. L. (A)	Sharon.
Light, Lee R. (E)	Oakley.
Lilly, Dennis C. (A)	Emporia.
Lindley, Fred Ephraim (E)	Portis.
Lingenfelder, John (1)	Hodgeman.
Linley, Corinne (A)	Atchison.
Linquist, Elmer (8, 13)	Elsmore.
Lipsey, Nellie (A)	Madison.
Lipsey, Susan (A)	Madison.
Little, Priscilla (A)	Maize.
Livingood, Christopher N. (F)	Potter.
Lockhart, Anna Belle (C)	Clay Center.
Lofty, John (F)	Salina.
Lofty, Lulu Viola (8)	Salina.
Logston, A. T. (5)	Emporia.
Long, Clark (1)	St. John.
Long, Kathryn Marie (E, 3)	Emporia.
Long, Minnie (A)	Smith Center.
Long, Wayne E. (A)	Emporia.
Longley, Bertha (C)	Greenleaf.
Longenecker, Frank (13)	Emporia.
Looker, Emma (13)	Galesburg.
Loomis, Alta M. (1)	Emporia.
Loomis, Grace (C)	Belleville.
Loomis, S. P. (A)	Diamond Springs.
Loomis, William (A)	Reading.
Lostutter, Frank (B)	Emporia.
Loveless, Grace (C)	Emporia.

Name.	Post-office.
Loveless, Lola (B)	Emporia.
Lovett, Myrtle (B)	Larned.
Low, William Sherman (1)	Bronson.
Lucas, Edith (A)	Admire.
Ludy, James, jr. (1)	Emporia.
Lyle, Sarah J. (C)	Langston, *Okla.*
Lyne, Frances (B)	Miltonvale.
Maas, Elisa (1)	Alma.
McAdams, Inez Grace (1, 3)	Emporia.
McBurney, Claire (1)	Bison.
McCafferty, Frank (A)	Clearwater.
McCall, Mary (D)	Jamestown.
McCall, Rozella (A, 8)	Jamestown.
McCarthy, Julia (A)	Parsons.
McConnell, Edith (1)	Comiskey.
McClellan, Joseph A. (D)	Woodbine.
McClelland, Bessie (A)	Emporia.
McClelland, Josalina (B)	Milo.
McClure, Lillia (A)	Waverly.
McCosh, Olive Bertha (1)	Herington.
McCown, Marshall (14)	Emporia.
McCoy, Bessie A. (A)	Medicine Lodge.
McDaniel, W. E. (E)	Wichita.
McDermott, Mary E. (C)	Spearville.
McDonald, Flora (B)	Hartford.
McDonald, Margaret (A)	Wayne.
McFarland, Clifford (B)	Chase.
McFarland, John (A)	Chase.
McGahey, Alma B. (B)	Emporia.
McGahey, Irene (14)	Emporia.
McGahey, Vera (A, 8)	Emporia.
McGee, Bertha (B)	Osborne.
McGill, Alice (1)	Hill City.
McGill, Lucien R. (B)	Hill City.
McGill, Warren (1)	Rose.
McGregor, Inez Mabel (F)	Olivet.
McGuffey, Verne (A)	Chanute.
McGuire, Harry (E)	Sharon.
McGuire, Ruth A. (E)	Onaga.
McIlvain, Bessie C. (8, 10, 1)	Council Grove.
McIlvain, Ruby (A)	Dunlap.
McIntosh, Myrtie (A)	Winona.
Mack, Isabella (H)	Wilsey.
McKay, Sophia (15)	Emporia.
Mackenzie, Arthur (A)	Emporia.
Mackenzie, Frances H. (14)	Emporia.
McKinney, Evalyn (A)	Attica.
McLain, Jeannette (1)	Walton.
McLarty, Marie (1)	Emporia.
McLeland, Sadie (A)	Kansas City.
McLenon, *Elsie (D, 8)*	Effingham.

Name.	Post-office.
McLindon, Anna (E)	Williamsburg.
McLindon, Mary (E)	Williamsburg.
McNabney, Chas. (H)	Laurel.
Madden, Cecelia (15)	Emporia.
Madden, Ella (1, 8)	Emporia.
Madden, Harry (14)	Emporia.
Madden, John (14)	Emporia.
Madden, Lucile (15)	Emporia.
Maddox, M. C. (A)	Paola.
Maddux, Anna B. (E)	Rosedale.
Madison, Gertrude (C)	Emporia.
Magers, Grace (A)	Parker.
Mahin, Lena (A)	Arkansas City.
Main, Nettie Helen (C)	Sabetha.
Madaris, Roy (14)	Emporia.
Manahan, Dora (E)	Wellington.
Manahan, Mabel (A, 8)	Emporia.
Markwell, Effie (H)	Kingman.
Marriott, Annie (A)	McCune.
Marsh, Ella I. (E)	Ottawa.
Marsh, Rea (D)	Ottawa.
Martin, Coy (A)	Medicine Lodge.
Martin, Carrie (7)	Topeka.
Martin, Hazel (15)	Emporia.
Martin, Olga (D)	Wayside.
Martin, Oliver (A)	Olpe.
Martin, Laura Annie (B)	Olpe.
Martin, Margaret (A, 13)	Bronson.
Martin, Morrow C. (H)	Ellinwood.
Martin, Mrs. Lulu M. (A, 8)	Ellinwood.
Marty, Isabella (A)	Longford.
Marty, Joseph (A)	Longford.
Mason, Goldie (A, 13)	Emporia.
Mason, Josie (A)	Winchester.
Mason, Mary (13)	Emporia.
Mason, Princess Olive (14)	Emporia.
Mason, Willie (14)	Emporia.
Masters, Grace (B)	Newton.
Mastin, Hazel (15)	Emporia.
Mathes, Rada (A)	Marble, *I. T.*
Matson, Ethel (H)	Wichita.
Mauck, Floyd Byrhrl (A, 13)	Emporia.
Mawhirter Mary (B)	Wakarusa.
Maycumber, Nell (1)	Hiattville.
Mayes, Fred (B)	Americus.
Meekire, Catherine S. (8)	Emporia.
Meade, Stella (A)	Stockton.
Meek, Leslie K. (D)	Centralia.
Meek, Lois (A)	Centralia.
Melia, O. B. (F)	Ford.
Mellinger, Emma (1)	Milford.

Name.	Post-office.
Melton, Gladys (15)	Emporia.
Mendell, Ira S. (C)	Lone Elm.
Mennis, Gertrude (D)	Douglass.
Mercer, Frank (A)	Emporia.
Mercer, Helen A. (D)	Emporia.
Meritt, Della (8, 1)	Lansing.
Merwin, Rose (8)	Emporia.
Merriweather, Ella (14)	Emporia.
Merriweather, Gertrude (14)	Emporia.
Merriweather, Helen (15)	Emporia.
Merriweather, Robert (14)	Emporia.
Merten, Leda A. (A)	Morganville.
Mesmer, Florence E. (C)	Vermillion.
Mesmer, Lloyd Elmer (1)	Vermillion.
Mesmer, Maude (B)	Vermillion.
Meyer, Fred W. (A)	Linn.
Meyer, Nellie (C, 9)	Anthony.
Michem, Ethelinda (D)	Okla. City, *Okla.*
Mickey, John L. (C)	Oswego.
Middleton, Augusta (A)	Caney.
Miles, Bertha Dyche (D)	Emporia.
Miles, Catherine B. (H)	Waverly.
Millar, Josephine (E)	Emporia.
Miller, Arthur Aras (D)	Yates Center.
Miller, Bessie (1)	Admire.
Miller, Chas. A. (1)	Hope.
Miller, Daisy (A)	Olpe.
Miller, Edna Ora (B, 4)	Admire.
Miller, B. Frank (A)	Rantoul.
Miller, Harry (14)	Emporia.
Miller, Laura (B)	Everest.
Miller, Mabel (C, 8)	Everest.
Miller, Nellie D. (1)	De Soto.
Miller, Sidney L. (B)	Cimarron.
Millhollen, Irene (A)	Stillwater, *Okla.*
Mills, Rose (A)	Climax.
Milner, Vernon D. (A)	Hartford.
Minick, W. P. (A)	Buckeye.
Mitchel, Anna (G)	Winchester.
Mitchel, Emma (C)	Dunavant.
Mitchell, Clifford A. (H)	Iola.
Mitchell, Madge (1)	Edna.
Moe, Josie (C)	Concordia.
Mollett, Ira D. (A)	Erie.
Monfort, Helen F. (A)	Cherryvale.
Monroe, Edith (E)	Emporia.
Montgomery, Alice (A)	Meriden.
Montgomery, Grace (C)	Burlingame.
Montgomery, Mabel Lela (B)	Hartford.
Montgomery, *Robert C. (A)*	Claysville, Pa.
Mooney, Ethel B. (C)	New Albany.

Name.	Post-office
Moore, Charles (B)	Stafford.
Moore, Faye (B)	Stafford.
Moore, Gladys (1)	Medicine Lodge.
Moore, Ida (C)	Colby.
Moore, Lawrence (A)	Bronson.
Moore, Lelia (A)	Jetmore.
Moore, Mary Faye (A)	Stafford.
Moore, Maud (B)	Neosho Falls.
Moore, Maude (A)	Americus.
Moore, Myrtle (A)	Clifton.
Moore, W. C. (A)	Thayer.
Morgan, Euis (C)	Topeka.
Morlan, Theodore Edward (1)	Church.
Morrett, Alice (B)	Alta Vista.
Morris, Clara (D)	Marion.
Morris, James (15)	Emporia.
Morrison, DeMotte (14, 13)	Emporia.
Morrison, Katherine (H)	Emporia.
Morrison, Mildred Marilla (E)	Linda.
Morrison, Pearl (1)	Costello.
Morrison, R. C. L. (A)	Emporia.
Morse, William (A, 13)	Lebo.
Moss, Ethel (C)	Emporia.
Moss, Patrick Henry (13)	Emporia.
Mosteller, Ida May (B)	Pittsburg.
Mowers, Goldie (D)	Silver Lake.
Moyer, E. Mary (B)	Wetmore.
Moyer, Jessie V. (A)	Piedmont.
Mull, Chas. H. (H)	Emporia.
Mull, Fannie E. (D)	Anthony.
Mullendore, O. V. (A)	Howard.
Mulvaney, Roy S. (B)	Emporia.
Munsey, Octavia (D)	Severy.
Murdock, Elsie (A)	Emporia.
Murphy, Chas. P. (C)	Burns.
Murray, Laura B. (A)	Jamestown.
Murray, Mabel (A)	Atchison.
Myers, Bessie (B)	Emporia.
Myers, Beula F. (A)	Hamilton.
Myers, Carl B. (C)	Emporia.
Myers, Minnie Alice (B)	Emporia.
Naanes, Alma (A)	Erie.
Naff, J. Percy (A)	Comiskey.
Neal, John (5)	Melvern.
Nelson, Ernest R. (1)	Vassar.
Nelson, Mary B. (H)	Topeka.
Nelson, Oliver (B)	Ottawa.
Newland, Leva (1)	Geuda Springs.
Newland, May (A)	Aliceville.
Newman, Nellie Storrs (E)	Emporia.
Newman, Robert (14)	Emporia.

Name.	Post-office.
Nichols, Guildford S. (A)	Dunlap.
Nicholls, L. Edna (F)	Emporia.
Nicholson, J. H. (A)	Eskridge.
Nipps, Jno. (C)	Phillipsburg.
Nixon, Mabel (A)	Portis.
Norman, Bessie (14)	Emporia.
Nystrom, Segrid E. (C)	Topeka.
Oakes, Martha (A)	Peru.
Oakley, Anna (A)	Asherville.
Obley, Florence (A)	Saffordville.
O'Brien, Hattie L. (C)	Humboldt.
O'Brien, John (1)	St. Paul.
O'Connor, E. E. (B)	Chanute.
Oldham, Mabel Ellen (B)	Atchison.
Olin, Mabel M. (F)	Emporia.
Oliver, Charles P. (1)	Attica.
Olson, C. J. (B)	Lenora.
Olson, Josie (1)	Clyde.
Olston, Minnie Adelia (H)	Axtell.
O'Neill, Margaret (A)	Emporia.
O'Neill, Mary T. (D)	Emporia.
O'Neill, Nelle (1)	Florence.
Orange, Bessie (1)	Galesburg.
O'Roke, Vera L. (A)	Fairview.
Orr, Nellie (14)	Emporia.
Osborn, Ermine L. (A)	Medicine Lodge.
Owen, Lucile (A, 8)	Emporia.
Owen, Myrtle (A)	Emporia.
Owens, Bessie (1)	Earlton.
Owens, J. B. (1)	Earlton.
Painter, Emily Ellen (C)	Lakeland.
Painter, Nellie G. (E)	Beverly.
Palmer, Bonnie (14)	Emporia.
Park, Alden (8)	Emporia.
Parker, Ada (14)	Emporia.
Parker, Cora (C)	Emporia.
Parker, Ralph (D)	Stark.
Parker, Mrs. W. A. (8)	Emporia.
Partridge, Herbert J. (A)	Macksville.
Patterson, M. B. (C)	Topeka.
Patton, Flava (B)	Americus.
Paul, Earle (D)	Emporia.
Paul, Gladys (B, 8)	Emporia.
Pauli, Carrie (A)	Bern.
Payne, Dorothy (14, 8)	Emporia.
Payne, Howard (14)	Emporia.
Payne, Marguerite (14)	Emporia.
Payne, Mary Gladys (B, 8)	Emporia.
Payne, Norma (1)	Emporia.
Payne, Ruth (1, 8)	Emporia.
Pearce, J. M. (D)	Blue Mound.

Name.	Post-office.
Pearce, Mona (1)	Blue Mound.
Pearson, Elizabeth Marie (A)	Lindsborg.
Pearson, Mary (A)	Emporia.
Pearson, Russel 14)	Emporia.
Pedroja, D. C. (1)	Madison.
Pelzell, Pansy (B)	Harper.
Pemberton, Ira (A)	Yates Center.
Perdue, Rosa E. (B)	Opolis.
Perkins, Jessie E. (E)	Emporia.
Perkins, Vivian (B)	Emporia.
Peters, Gertrude A. (A)	Linn.
Peters, Roy (14)	Emporia.
Peters, Will (1)	Emporia.
Peterson, Jessie A. (A)	Galesburg.
Petford, Bessie (B)	Saffordville.
Petford, Lenna (A)	Saffordville.
Petford, Nellie (B)	Saffordville.
Petrie, H. V. (C)	Preston.
Pettit, Barton (A)	Hiattville.
Pettit, H. Clara (B)	Emporia.
Phillips, Sadie L. (B)	Emporia.
Pickles, Adelaide Agnes (B)	Paola.
Pierce, Edwin (1)	Chaffee.
Pierce, May (8)	Emporia.
Pierson, Clyde A. (1)	Attica.
Pinet, Frank Leo (F)	Emporia.
Pinkham, Elizabeth (C)	Emporia.
Pinkham, Maude (E)	Emporia.
Piper, Joseph (14)	Emporia.
Piper, Kate (14)	Emporia.
Piper, May (14)	Emporia.
Plummer, Clara (E)	Topeka.
Plunkett, Sara (A)	Dodge City.
Poage, Emma E. (A)	Kackley.
Poindexter, Beatrice (14)	Emporia.
Poindexter, Bertha Ellis (C)	Emporia.
Polk, Cora Glass (H)	Emporia.
Polk, Fay (8)	Emporia.
Polk, George (14)	Emporia.
Polk, Katheryn (14)	Emporia.
Poppen, J. A. (D)	Glen Elder.
Porter, Coral Estella (2)	Idana.
Postal, Lottie E. (H)	Winona.
Powers, Anna (B)	Emporia.
Powers, M. Mary (A)	Emporia.
Pratt, Luella (5, 6)	Emporia.
Pray, Mabel E. (A)	Hope.
Preston, Clem (1)	Bucklin.
Price, Ruth (A)	Emporia.
Prickett, Hannah L. (B, 9)	Wamego.
Priest, Hattie T. (C)	Emporia.

Name.	Post-office.
Pringle, Ethel (A)	McCune.
Pringle, Janet P. (B, 8, 10)	Rose.
Privet, Mae (8)	Erie.
Prosser, Elizabeth (15)	Emporia.
Prosser, Mattie Bracken (H)	Salt Lake City, *Utah.*
Prosser, William Davies (B)	Salt Lake City, *Utah.*
Pruett, L. Bertha (A)	Larned.
Purrington, Granville (14)	Emporia.
Purviance, Myrtle (A)	Arcadia.
Pykiet, J. Ralph (A)	Bushong.
Quinn, Lela R. (B)	Neodesha.
Raburn, Geo. E. (F)	Howard.
Raburn, M. Earl (B)	Howard.
Ramsburg, R. Alta (1)	Emporia.
Ramsburg, Pearle Ruth (D)	Emporia.
Randolph, John (15)	Emporia.
Rankin, Calvin (A)	Waverly.
Rankin, Ora (1)	Waverly.
Ratcliff, Gussie (1, 8)	Troy.
Ratcliff, Martha E. (B)	Troy.
Rathbone, Ethel S. (1, 4)	Herington.
Rauscher, Frank (15)	Emporia.
Ray, Fanny (A)	Valley Center.
Ray, Forest (15)	Emporia.
Ray, Hartzell, (14)	Emporia.
Raymond, Josephine (1)	Antwerp.
Rayson, Beulah (A)	Hamilton.
Reamy, George Ervin (C)	North Topeka.
Redman, Estella (A)	Galesburg.
Reed, Clara (A)	Wakefield.
Reed, Lucy A. (A)	Kanopolis.
Reed, Marguerite E. (8)	Soldier.
Rees, Edward (A)	Emporia.
Rees, Mary (B)	Emporia.
Rees, W. G. (E)	Grantville.
Rees, William L. (A)	Emporia.
Reiber, Eva (15)	Emporia.
Reno, Elizabeth (A)	Emporia.
Retschlag, Esther (14)	Emporia.
Retschlag, Fred (14)	Emporia.
Reynolds, Dora (B)	Topeka.
Reynolds, Viola (A)	McLouth.
Rezac, Harriet (1)	St. Marys.
Rhodes, Lloyd (A)	Paola.
Rhodes, Mabel (8, 10)	Emporia.
Rice, Hessie (B)	Silver Lake.
Rich, Frances Beecher (B)	Pomona.
Richard, Albert F. (A)	Emporia.
Richard, Fae (14)	Emporia.
Richards, Alice (15)	Emporia.
Richards, Grace M. (6)	Emporia.

Name.	Post-office.
Richards, Olive (8, 9)	Emporia.
Richardson, James (14)	Emporia.
Richardson, Mrs. Pearl (E)	Adrian.
Richardson, Roy (D)	Adrian.
Richey Guy D. (A)	Emporia.
Richlieu, Bert (15)	Emporia.
Richmond, R. R. (A)	Stockton.
Ricker, Ruth (15)	Emporia.
Rickershauser, Chas. (A)	Paxico.
Rickershauser, Frank (1)	Paxico.
Ridgway Gracy (1)	Emporia.
Ridlon, Frank (A)	Buffalo.
Riggs, Edwin (14)	Emporia.
Rindom, F O. (B)	Portland.
Rishel, Beth (15)	Emporia.
Rishel, Clarinda M. (A, 8)	Emporia.
Rishel, Hubert M. (B)	Atoka, *I. T.*
Rishel, W. M. (D)	Emporia.
Ritter, Avice (A)	Hiattville.
Robb, Catherine (A)	Admire.
Robbins, Katherine (C)	Paola.
Roberts, Bessie (A)	Virgil.
Roberts, Lela (14)	Emporia.
Roberts, Lewis (1)	Virgil.
Roberts, Mary W. (A)	Emporia.
Roberts, Nora (C)	Junction City.
Roberts, Selene (8, 10)	Emporia.
Robertson, Maude (A)	Alta Vista.
Robinson, Alberta (A)	Topeka.
Robinson, Arthur B. (A)	Delavan.
Robinson, Laura (A)	Minneola.
Rogers, Celia (A)	Emporia.
Rogers, Mabel L. (B)	Burlingame.
Rogers, Pearl (A)	Coldwater.
Romer, Jesse E. (A)	Emporia.
Romer, Ralph (1)	Emporia.
Rorabaugh, Evelyn (8)	Emporia.
Roseberry Loretta M. (D)	Erie.
Rosecrants, Grace (C)	Emporia.
Rosecrants, J. L. (A)	Ogden.
Rosenberger, Florence (B)	Emporia.
Rosenfield, Mabel Waldine (15)	Emporia.
Rotchford, Olive (A)	Council Grove.
Rouch, Mazie (14)	Emporia.
Roundtree, Georgia (1)	Topeka.
Rowe, R. W. (D)	Boicourt.
Rowland, Albert (8)	Emporia.
Rowland, Marguerite (8)	Emporia.
Rowten, Ninnie V. (1)	Cimarron.
Roy, Jessie (1)	Wilsey.
Rundell, May Eva (A)	Stafford.

e.	Post-office.
nthal, Anna B. (E)	Russell.
nthal, Mary E. (B)	Russell.
Wm. (B)	Clifton.
, M. Ellen (A)	Tonganoxie.
ge, Emory (B)	Prescott.
n, Alice M. (C)	Wamego.
ry, Jennie (H)	Moran.
Carl W. (E)	Emporia.
Nannie Alberta (E)	Anthony.
, Ethel Webb (A)	Syracuse.
Harold (14)	Emporia.
Ruth (14)	Emporia.
r, Nellie C. (D)	Chapman.
gloff, Nicholas J. (D, 5)	Marion.
ller, Sophia (H)	Maryaville.
lt, Lizzie (1)	Moundridge.
der, Justin (15)	Emporia.
Anna M. (B)	Parsons.
Faye (8, 9, 10)	Emporia.
Jesse H. (A)	Burns.
Mollie (1)	Burns.
Pearl (D)	Barclay.
Jean Allen (D)	Pittsburg.
, Bessie Gay (D)	Emporia.
, Gertrude M. (B)	Emporia.
ick, Grace King (A)	Emporia.
ick, Nellie (A)	Emporia.
Climena (C)	Emporia.
Inez H. (3)	Emporia.
ers, Fanny (A)	Westphalia.
Maud (A)	Rockport.
, Gussie (A)	Uniontown.
all, M. Blanche (D)	Parsons.
, Herbert (A)	Lost Springs.
on, Mabel (D)	Fairview.
, Mabel (1)	Clifton.
A. L. (B)	Galesburg.
H. Ivan (E)	Galesburg.
n, Fred A. (F)	Spearville.
, Ernest Francis (A)	Westphalia.
, John Samuel (1)	Westphalia.
, Clinton R. (E)	Girard.
an, Dennis (B)	Englevale.
aft, C. Helen (A)	Emporia.
Maud E. (E)	White City.
Pearl (A)	Hamilton.
Ada (B)	Emporia.
Fred E. (B)	Emporia.
Ray Lafayette (A)	Emporia.
Mabel Elizabeth (H)	Clifton.
Nellie Catherine (A)	St. Marys.

Name.	Post-office.
Siegle, Scott C. (A)	Ramona.
Sigerson, Louise (1)	Emporia.
Simington, Clair (1)	Clements.
Simmons, Arthur C. (A)	Centropolis.
Simmons, Robert (14)	Emporia.
Sims, George (A	Le Roy.
Simson, D. Evelyn (13)	Emporia.
Singer, Perry (1)	Erie.
Singular, Grace (A)	Clifton.
Singular, William Henry (D)	Clifton.
Skaggs, Joseph A	Leavenworth.
Skinner, Alta W. (B)	Emporia.
Skinner, Lucille (A)	Emporia.
Slater, Alta (1)	Emporia.
Slough, Olive (A)	Quincy.
Slough, Retta (1, 8)	Quincy.
Smart, Fred (1)	Zenda.
Smart, Nannie Nineta (A)	Zenda.
Smith, Agnes Emma (E)	Woodbine.
Smith, Carrie (D)	Atchison.
Smith, Clara (14)	Emporia.
Smith, Cyrenia G. (D)	Topeka.
Smith, George (14)	Emporia.
Smith, Joda (B)	Pittsburg.
Smith, Lena (A)	Harper.
Smith, Lewis (1)	Emporia.
Smith, Margaret (1)	Blossburg, *N. M.*
Smith, Marie (1)	Emporia.
Smith, Minta (1)	Emporia.
Smith, Rena (8)	Harper.
Smock, Josie (A)	Wauneta.
Snair, Alice (A)	Grenola.
Snell, Harry C. (A)	Emporia.
Snider, Mossie (B)	Mound City.
Snoddy, Clarice Adelaide (A)	Burlingame.
Snoddy, Ethel G. (B)	Emporia.
Snoddy, Nannie (1)	Emporia.
Snyder, Alberta M. (F)	Emporia.
Soper, Stanley L. (F)	Dorrance.
Specht, Emma (1)	Minneola.
Specht, Maggie L. (A)	Minneola.
Spellman, Lewis (A)	Emporia.
Spellman, Lucy (B)	Emporia.
Spencer, Eva (14)	Emporia.
Spencer, Harlan (14)	Emporia.
Spencer, John (14)	Emporia.
Spencer, Mae (A)	Cottonwood Falls.
Spencer, Parker (E)	Colby.
Spicer, Gussie (B, 8)	Dodge City.
Spiker, Elizabeth (8)	Emporia.
Spiker, Hortense (A)	Emporia.

Name.	Post-office.
Spray, Albert (C)	Moline.
Springer, Anna Girton (E)	Independence.
Springer, Lee (1)	Independence
Squire, Bert (1)	Attica.
Staley, Edward (A)	Emporia.
Staner, Elma B. (B)	Lane.
Starke, G. Sydney (10, 13)	Macksville.
Starke, John D. (C, 13)	Macksville.
Starry, Fred (A)	Louisburg.
Stauffer, Velva (B)	Donegal.
Steele, Avis M. (A)	Emporia.
Steele, Belva Lucile (D)	Emporia.
Steele, Miriam (E)	Topeka.
Stegeman, Amel (H)	Tampa.
Stenger, Carrie (1)	Emporia.
Stephan, Lily M. (E)	Valley Falls.
Stevenson, Arthur G. (B)	Beattie.
Stevenson, Jonathan L. (H)	Beattie.
Stillman, Ida (B)	Nortonville.
Stilwell, Floyd (1)	Neodesha.
Stinson, Grace (14)	Emporia.
Stinson, Nora (B)	Admire.
Stober, Ida June (A)	Studley.
Stoker, Lucy (A)	Harper.
Stone, Grace (8)	Emporia.
Stone, Jessie Ethelynne (D)	Emporia.
Stone, Mabel M. (1)	Emporia.
Stout, Ira (A)	Hazelton.
Stout, Mary (B)	McLouth.
Stover, H. J. (B)	Winona.
Strain, Charles (14)	Emporia.
Straley, J. C. (B)	Atchison.
Stratton, Fred W. (A)	Hartford.
Stroud, John Earl (H)	Howard.
Stubbs, Orville (1)	Emporia.
Stump, Nora (1)	Kincaid.
Suddock, Nellie (1)	Emporia.
Sughrue, Julia L. (A)	Dodge City.
Sullivan, Nelle (D)	Louisville.
Surbeck, Jeanette (8)	Cheney.
Swanson, Mabel (1)	White City.
Switzer, Harry (A)	Reading.
Swisher, Margaret (A)	Toronto.
Talkington, Florence (A)	Norman, *Okla.*
Taylor, Bess (1)	Lake View.
Taylor, Branson Arthur (14)	Emporia.
Taylor, Charles Henry (H)	Dwight.
Taylor, Effie (A)	Braymer, *Mo.*
Taylor, Fred A. (H)	Girard.
Taylor, Grace M. (A)	Centralia.
Taylor, Mrs. I. D. *(1)*	Emporia.

A LOVER TABLEAU.

Name.	Post-office.
Tefft, Maggie (A)	Garnett.
Templer, Chester (1)	Howard.
Thestrup, Agnes Charlotta (C)	Williamsburg.
Thomas, Jane (H, 5, 6)	Emporia.
Thomas, Nannie (A)	Emporia.
Thompson, E. H. (E)	Emporia.
Thompson, Evans W. (C)	Fleming.
Thompson, Fred (B)	Easton.
Thompson, Minnie Lynn (A)	Moran.
Thompson, Muriel (B)	Olivet.
Thompson, Nelson (B)	Olivet.
Thompson, W. I. (1)	Garnett.
Thomson, Addie Maye (C)	Moran.
Thomson, Clare C. (A)	Moran.
Thomson, Courtlandt (14)	Emporia.
Thomson, Edna (15)	Emporia.
Thomson, Eva May (H)	Emporia.
Thomson, Harold (14)	Emporia.
Thomson, Lucy (A)	Osage City.
Thomson, Nettie Lucretia (H)	Emporia.
Thomson, Stuart (14)	Emporia.
Thrall, Edith (B)	Eureka.
Thrall, Edna (A)	Emporia.
Thrall, Neva (B)	Eureka.
Tidyman, Williard (1)	Marion.
Tiffany, Edith (8)	Emporia.
Tilford, Claude E. (E)	Emporia.
Tilford, Mabel (B)	Emporia.
Tilford, Mamie (A)	Emporia.
Tilford, Orson Blaine (13)	Emporia.
Tincher, Alpha (1)	Sharon.
Tipton, Bertha E. (C)	Emporia.
Tischhauser, Lydia (1)	Wilsey.
Todd, Warren W. (C)	Exeter.
Toews, H. F. (C)	Moundridge.
Torrance, Nina (1)	Emporia.
Towles, Hester K. (B)	Viola.
Traylor, Lucy (A)	Emporia.
Tredway, Edna (B)	La Harpe.
Tritle, Josephine (A)	Junction City.
Troemper, E. C. (C)	Alma.
Trombla, Eda (A)	Stockton.
Trout, Martha Emma (A)	Maple Hill.
Troutman, Jean G. (B)	Comiskey.
Troutman, Maria (14)	Emporia.
Tucker, Mrs. Daisy Estella (C)	Emporia.
Tuley, Grace Helen (C)	Everest.
Tullis, Maggie (A)	Martin.
Turtle, Bessie (A)	Studley.
Turtle, Richard Howard (E)	Studley.
Twyman, Jeffie (1)	Emporia.

Name.	Post-office.
Tyler, Catherine Mabel (D)	Emporia.
Upham, Hazel (4)	Wellsville.
Urmey, Charles (14)	Emporia.
Urmey, Clara (15)	Emporia.
Van Arsdale, George (1)	Crystal Springs
Vandaveer, Jesse (1	Neodesha.
Van Hove, Bertha (C)	Clay Center.
Van Laningham, Gussie (B, 9, 13)	Ashland.
Van Laningham, Lola Agnes (8, 10)	Ashland.
Van Ness, Bertha A. (B, 8)	Emporia.
Van Voris, Lucile (14)	Emporia.
Vaughn, William (A)	Mulberry.
Vickers, Bessie (D)	Emporia.
Vickers, Dollie (D)	Emporia.
Vickers, Harvey (B)	Emporia.
Vickers, Robert (14)	Emporia.
Vickery, Helen (1)	Emporia.
Viergever, Bertha (1)	Willard.
Viergever, Kate (1)	Willard.
Viets, Cora M. (D)	Lawrence.
Vincent, Euna (D)	Emporia.
Vinson, Nora Adelle (H)	Emporia.
Voegele, Hallie J. (8, 10)	Dwight.
Voegele, Hassie R. (A, 4)	Dwight.
Vogelgesang, Edith (B)	Lucas.
Vogler, Julia (1)	Moundridge.
Wagerer, Mary C. (A)	Marion.
Walbridge, Helen Blanch (1)	Riley.
Walbridge, Louisa (1)	Riley.
Walker, L. Ada (B)	Hudson.
Walker, Ebb. A. (A)	Olpe.
Walker, E. Georgia (B)	Hudson.
Walker, James Robertson (A)	Lyndon.
Walker, Jessie (C)	White City.
Walker, Lizzie (1)	Hudson.
Wallace, Eoline L. (B)	Robinson.
Walter, Beth (H)	Riley.
Walsh, Ada (A)	Walnut.
Ward, Maud (C)	Westmore.
Ward, Mrs. Flora L. (A)	Ottawa.
Waring, Leonard Frank (A)	Agricola.
Warkentin, John H. (H)	Hillsboro.
Warner, Minta M. (B)	Morrill.
Warren, Albert R. (B)	Lebo.
Warren, Glen (A)	Lebo.
Warren, Mamie E. (B)	Cheney.
Warren, Mary Emily (15)	Emporia.
Warren Nellie L. (B)	Lebo.
Waterbury, Preston (14)	Emporia.
Watkins, Fallis (14)	Emporia.
Watkins, Gwendolin (15)	Emporia.
Watkins, Harry R (1)	Emporia.

Name.	Post-office.
Watson, Minnie Lorena (A)	Vermillion.
Watt, J. Earl (B)	Harper.
Watt, Laura X. (A)	Earleton.
Watts, John E. (A)	Burlington.
Watts, Stella (A)	Russell Springs.
Wayman, Lee (1)	Emporia.
Wayman, Pearl (1)	Emporia.
Weatherly, Marie (13)	Emporia.
Weaver, Cora (B)	Admire.
Weaver, Hilda M. (14)	Emporia.
Webber, Mabel F. (A)	Milford.
Webster, Elizabeth Mae (A)	Eureka.
Webster, Maurine (14)	Emporia.
Weckerly, Pearl (8)	Emporia.
Wedd, Ethel (B, 8)	Oakhill.
Wedd, Mabel (D)	Lenexa.
Wegley, Addie (1)	Emporia.
Wegley, Elizabeth Inez (14)	Emporia.
Wegley, Viola (B)	Emporia.
Weiss, J. E. (1)	Ramona.
Weith, Ida (B)	Gas.
Welch, Ethel G. (8)	Emporia.
Welch, Kenneth (14)	Emporia.
Welch, Tom (14)	Emporia.
Wellman, Fannie De Ette (1)	Kinsley.
Wells, Lottie (B)	Osborne.
Wells, Laura (C)	Emporia.
Wells, Nelle (C)	Emporia.
Wendover, Blanche (C)	Stockton.
West, Lillie (A)	Xenia.
Wharton, Clara (D)	Yates Center.
Wharton, Fae (F)	Yates Center.
Wheatley, Addie May (H)	Coats.
Wheatley, G. T. (A)	Chanute.
Wheeler, J. M. (A)	Emporia.
Wheeler, Nellie (A)	Seneca.
Whildin, Mrs. M. L. (7)	Emporia.
Whipple, Ida (B)	Emporia.
Whipple, Mary (14)	Emporia.
Whitaker, Ella (8, 10)	Reading.
White, Alice Maude (A)	Osage City.
White, Hazel (14)	Emporia.
White, Homer (14)	Emporia.
White, Margie (1, 13)	Emporia.
White, M. Fannie (C)	Valley Center.
Whitelaw, Roy Smith (F)	Garden Plain.
Whitelaw, Theodosia (A)	Cheney.
Whitlock, Mary Clay (A)	Bonner Springs.
Wickersham, Cora (14)	Emporia.
Wickersham, James (14)	Emporia.
Wickersham, Nettie (14)	Emporia.

Name.	Post-office.
Wickersham, Pauline (14)	Emporia.
Widmer, Caroline (C)	Parsons.
Wieland, Frank (A)	Chase.
Wiggam, Augusta (C, 8)	Emporia.
Wiggam, Winifred (15)	Emporia.
Wilber, Dale (15)	Emporia.
Wilber, Mills (14)	Emporia.
Wilcox, Edna May (8)	Emporia.
Wilcox, Jessie Louise (B)	Coffeyville.
Wilkinson, Edith Lucia (1)	Emporia.
Wilkinson, Lucile (B, 8)	Emporia.
Wilkinson, Mildred (8)	Emporia.
Williams, Blanche (A)	Kinsley.
Williams, Capy (14)	Emporia.
Williams, Ethel (A, 8)	Emporia.
Williams, Hannah (C)	Emporia.
Williams, Irene Maud (1, 8, 9)	White City.
Williams, I. Newton (E)	Attica.
Williams, Jennie (H)	Emporia.
Williams, Joseph (D)	Attica.
Williams, Lee (A)	White City.
Williams, Maud (A)	White City.
Williams, Sophia May (H)	Emporia.
Wilson, Alonzo (1)	South McAlester, *I.*
Wilson, Fred (1)	Chandler, *Okla.*
Wilson, Hazel (14)	Emporia.
Wilson, Ida I. (B)	Hiawatha.
Wilson, Lottie (1)	Emporia.
Wilson, Mary (1)	Emporia.
Wilson, Orville (1)	Emporia.
Wilson, R. C. (A)	Benton.
Wilson, Sadie (14)	Emporia.
Winans, Iva E. (3)	Mount Hope.
Wing Truthful F. (A)	Derby, *Iowa.*
Wingfield, Ollie (B)	Bushong.
Winston, J. C. (E)	Emporia.
Winters, Grace Alys (C)	Emporia.
Winters, Hallie Beatrice (C)	Emporia.
Winters, Mabel Olive (C)	Emporia.
Winters, Paul (1)	Emporia.
Wise, Jefferson (1)	Lincolnville.
Wiseman May (A)	Elmont.
Witte, Lucile (8)	Emporia.
Wix, Rosa M. (B)	Yates Center.
Woerner Mamie E. (B)	Paola.
Wonner Faith (F)	Wa Keeney.
Wood, Rose (15)	Emporia.
Wood, Uarda (A)	Burlingame.
Wood, Vernina (A)	Williamstown.
Wood, Vivian L. (B)	Elmore.
Wood, Wiley H. (B)	Elmore.
Woodard, Harriet (B)	Emporia.

Name.	Post-office.
Woodard, Iona (D)	Emporia.
Woodward, Ala (A)	Hill City.
Woody, Hazel (B)	Emporia.
Wooster, David T. (14)	Emporia.
Wooster, Dwight (F)	Emporia.
Wooster, Florence (B, 8)	Emporia.
Wooster, Ruth (A, 8)	Emporia.
Workman, Wade (A)	Emporia.
Wright, Charles C. (A)	Reading.
Wright, Clinton (E)	Lowell.
Wright, Daisy (1)	Abbyville.
Wright, Elizabeth (14)	Emporia.
Wright, Laura B. (B, 3)	Ottawa.
Wright, Mabel (A)	Emporia.
Wright, Roger (14)	Emporia.
Wright, Sibyl (14)	Emporia.
Wyatt, Edwin M. (B)	Chanute.
Wycoff, Anna M. (B)	Wilsey.
Yenzer, Anna (1)	Saffordville.
Young, Alice M. (1)	Bayneville.
Young, Ella (A)	Hinton.
Young, Fannie (1)	Emporia.
Young, Leatha (A)	Emporia.
Zavitz, Bessie (C)	Morrill.
Zimmerman, Maud (E)	Moray.

CHILDREN IN GYMNASIUM.

Register of Students,

Western Branch, Hays,

June 1903 to May 1904.

GRADUATING.

Name.	Post-office.
Bice, Lulu May,	Plainville.
Freese, Alice Lee,	Hays.
Haas, Adam Darius,	McCracken.
Leahy, Elizabeth Hortense,	Hays.
Shaffer, Susie,	Hays.
Snyder, Lucie Hortense Hodge,	Hays.

NOT GRADUATING.

NOTE.—Single letters indicate the Normal class for those who are not graduating. Th number 1 indicates membership in special class.

Name.	Post-office.
Atkinson, Maude Mae (A)	Grainfield.
Barnes, Carl (1)	Hays.
Barnes, Elma Leota (1)	Hays.
Basgall, Catharine Humilranna (1)	Hays.
Basgall, George Joseph (1)	Hays.
Baumer, Luella Iona (A)	Hays.
Baxter, Harry (A)	Gorham.
Bice, Aurilla Ellen (A)	Plainville.
Bice, Claude Francis (B)	Plainville.
Bice, Clayton Carlette (B)	Plainville.
Bice, Clyde Wisner (A)	Plainville.
Bice, Gertrude Iona (A)	Plainville.
Biehler, Rose Anna (1)	Bosna.
Bodmer, Caleb A. (B)	Bunker Hill.
Bolster, Charles Alma (D)	Gove.
Brown, Ruth Adell (1)	Hays.
Brumitt, Hannah Ellen (A)	Hays.
Brungardt, Margaret Clara (A)	Victoria.
Cave, Maggie Upton (B)	McCracken.
Clark, Clara Maude (A)	Hays.
Close, Harry Higby (1)	Hays.
Connelly, Walter Eugene (B)	Colby.
Copeland, Albert Whitaker, jr. (1)	Hays.
Cousins, Ona (1)	Rexford.
Cox, Annie Mary (1)	Hays.
Craig, Mary Isabel (A)	Hays.
Crocker, Benjamin Franklin (A)	Hays.
Darkes, Carrie Mabel (B)	McCracken.
Dickerson, Josie May (A)	Garden City.
Dinkel, George (A)	Victoria.
Dite, Emma (A)	Ellis.

WESTERN BRANCH NORMAL SCHOOL, HAYS.

	Post-office.
harles Edward (1)	Holyrood.
Bertie Estella (1)	Edmond.
Leona Lelah (1)	Selden.
Marie Jerusia (C)	Selden.
s, Gracie Virginia (A)	Hampton.
Grace Mateel (1)	McCracken.
ances Elizabeth (1)	Russell.
d, Edith (1)	Hays.
, Alma Hilka (1)	Plainville.
, Wanda Lydia (A)	Hays.
Mollie (A)	Ellis.
, Ernest Sylvester (1)	Stockton.
, Thomas William (A)	Stockton.
, George Brosius (1)	Hays.
t, Carrie Edna (1)	Banner.
r, Charles Calvin (1)	Codell.
Mary Frances (A)	Wallace.
, Flora Belle (1)	Hays.
Maude May (1)	Turkville.
, Minnie (1)	Hill City.
ngs, Louise Beatrice (1)	Russell.
, *Leona May (1)*	Fairport.
, *Christena (A)*	Hays.

Name.	Post-office.
Johnson, George (A)	Hays.
Johnson, Sophia (1)	Hays.
Johnson, Sophus (A)	Hays.
Joslin, Katherine Maud (A)	Hays.
Joy, Stephen Arthur (A)	Hays.
King, Louella Florence (1)	Turkville.
Kramer, Ira Cephas (1)	Plainville.
Kuhn, John Michael (A)	Hays.
Law, Clara Floy (A)	Happy.
Loreditsch, Clara Amelia (B)	Hays.
Loreditsch, Frank Leonard (1)	Hays.
Loyd, Ulysses (1)	Leland.
Lynman, Laura Catherine (A)	Studley.
McClure, Gertrude Frances (A)	Ellis.
McCord, Millie Pearl (A)	Codell.
Martin, Anis Josephine (1)	Wa Keeney.
Martin, Myrtle (1)	Wa Keeney.
Matthew, Harry Virgil (1)	Webster.
Meier, Alexander (A)	Hays.
Middlekauff, Casper Joseph (1)	Hays.
Miles, Alma Elizabeth (1)	Russell.
Millard, Floyd Dale (1)	Ransom.
Miller, John Oliver (1)	Natoma.
Miller, Thomas Chester (A)	Natoma.
Miller, Willie Mina (B)	Grenola.
Mock, Flora Melvina (1)	Turkville.
Mock, Samuel Allen (1)	Turkville.
Motz, Frank S. (1)	Hays.
Mullen, Helen (1)	Hays.
Mulroy, Mary Agnes (A)	Hays.
Murphy, Katie Marie (A)	Lucas.
Murray, Agnes Roseanna (A)	Holyrood.
Myers, Marguerite Elnora (1)	Ellis.
Nelson, Bertha Marie (1)	Russell.
Nelson, Anna Euphemia (1)	Ellis.
Neuenschwander, Mathilde (1)	Banner.
O'Brien, Anna (A)	Lucas.
O'Brien, Ella (A)	Lucas.
O'Connor, Rose (1)	Waldo.
Park, Mae (1)	Hill City.
Parkhurst, Verna Luvera (A)	Plainville.
Pearce, Henry Earl (A)	Osborne.
Peer, Ethel (1)	McCracken.
Piatt, Walter Albert (1)	Victoria.
Picken, Chat Alan (C)	Hays.
Picken, Lucy Lillian (C)	Hays.
Pierce, Edith Irma (1)	Hays.
Pierce, Ethel Helena (1)	Hays.
Prior, Mary Lovitt (B)	McCracken.
Prizer, Robert Morris (B)	Alton.
Richards, Lillian Beatrice (A)	Ellis.
Riedel, Rosa Ludwicka (A)	Tipton.

Name.	Post-office.
Rixon, Josephine Lucretia (A)	McCracken.
Rixon, Mabel Mae (1)	McCracken.
Samuels, Maude Elizabeth (A)	Ellis.
Schumacher, Joseph A. (1)	Victoria.
Scott, Logan (1)	Ransom.
Scott, Lottie Belle (1)	Hays.
Seaman, Catherine (A)	Kill Creek.
Sidwell, Bertha May (A)	Hays.
Smith, Ammy Clyde (1)	La Crosse.
Smith, Francis Marion (C)	Luray.
Smith, Gladys Fay (1)	Natoma.
Smith, Mary Mazella (1)	Natoma.
Solomon, Alma Lucille (1)	Hays.
Sperry, Edna (A)	Edmond.
Sutton, Anna Belle (A)	Hays.
Sutton, Bertha May (1)	McCracken
Taylor, Edith Louella (A)	Utica.
Tilton, Ira Clement (B)	Hays.
Tilton, Mrs. Ira Clement (A)	Hays.
Walsh, Mary Agnes (1)	Ellis.
Wallace, Murray (A)	Hill City.
Ward, Jennie Ann (A)	Hays.
Wilson, Nora Josephine (A)	Hays.
Wood, Edith Pearl (1)	Hays.
Young, Dollie Pearl (1)	Paloo.

DOMESTIC ART, PITTSBURG.

Register of Students,

Manual-Training Auxiliary, Pittsburg,

September 1903 to July 1904.

GRADUATING.

	Post-office.
rah Preswick,	Pittsburg.
line Opal,	Opolis.
lelle,	Columbus.
rtle Cordelia,	Pittsburg.
argaret Isabel,	Neosho Falls.
Helen,	Chetopa.
fay,	Pittsburg.
e,	Osawatomie.
garet Mabel,	Pittsburg.
ta E.,	Pittsburg.

NOT GRADUATING.

	Post-office.
ia,	Howard.
nce Minnie,	Stippville.
ertrude,	Beulah.
fa Wood,	Pittsburg.
ansy,	Pittsburg.
ra,	Louisville.
,	Louisville.
s C.,	Louisville.
rah E.,	Cherokee.
Leslie,	Kansas City.
Harriet,	Kansas City.
	Chicopee.
ucy Lena,	Weir.
Nellie,	Pittsburg.
Helen,	Fort Scott.
sse D.,	Pittsburg.
y Belle,	Opolis.
da C.,	Parsons.
B.,	Girard.
a Clara,	McCune.
,	Fort Scott.
l,	Fleming.
Bell,	Pittsburg.
	Augusta.
e,	Asbury, *Mo.*
Henry,	Kansas City.
letta,	Pittsburg.
na,	Chicopee.
ry E.,	Walnut.

Name.	Post-office.
Dodson, Florence Sarah,	Weir.
Dodson, Mabel Jessie,	Weir.
Dow, Florence May,	Salina.
Eby, Harry Clark,	Drexel, *Mo.*
Elder, Cristel Lucile,	Pittsburg.
Flaharty, Hattie,	Frontenac.
Fletcher, Archie,	Frontenac.
Fletcher, Mary Catherine,	Frontenac.
Flynn, Mary Constance,	Chicopee.
Flynn, Nellie Regina,	Chicopee.
Forsyth, James,	Frontenac.
Francisco, B. Alice,	Oswego.
Franklin, Mary Estella,	Bartlesville, *I. T.*
Frederick, Nora Ellen,	Arcadia.
Galbraith, Jennie Vickers,	Litchfield.
Gallagher, Mary Emma,	Stone City.
Gallagher, Madge Bridget,	Chicopee.
Gallagher, Mary,	Chicopee.
Gilbert, Don Carlos,	Corning.
Gordon, Crawford E,	Pittsburg.
Green, Mabel,	Hawarden, *Iowa.*
Grubb, Pearl Henrietta,	Girard.
Herriman, Maude,	Pittsburg.
Hess Edna Bell	Pittsburg.
Hoffman, Ida P.,	Parsons.
Hopkins, Harriet Julia,	Cherryvale.
Horn, Myrtle Helene,	Pittsburg.
Hyle, Bertha Della,	Litchfield.
Jenness, Julia C.,	Pittsburg.
Jernigan, Della B.,	Pittsburg.
Johnson, Carl Charley,	Pittsburg.
Justice, Nellie,	Pittsburg.
Kaylor, Hattie,	Cherokee.
Kaylor, H. C.,	Cherokee.
Keck, Minnie Iona,	Pittsburg.
Klock, Rosale,	Pittsburg.
Knox, Hazen G.,	Pittsburg.
Kreus, Francis,	Frontenac.
Lanedon W C.,	Fort Scott.
Lee, Maud Palmer,	Gove City.
Lee, Stephen Earl,	Gove City.
Linderholm, Ida A.,	Lindsborg.
McBirney Anna,	Pittsburg.
McElhenie, Lillian Pearl,	La Salle, *Ill.*
McLean, Lillian Mary Isabel,	Fort Scott.
McMillen Mate	Arkansas City.
McNabney Chas.,	Laurel.
Malloy, Emma,	Cherokee.
Mason, Lolitta Doloroe,	Pittsburg.
Matthews, Lizzie,	Chicopee.
Matthews, William Henry,	Chicopee.
Miner, N. Mildred,	Kansas City.

Name.	Post-office.
Molloy, Anna T.,	Lincoln.
Morrill, Ethel Faith,	Pittsburg.
Morrison, Hazelton Ida,	Midway.
Morrison, Henry Butler,	Yale.
Morse, Kate Alida Birch,	Pittsburg.
Myers, Anna Lenore,	Weir.
Myers, Arthur Martin,	Weir.
Myers, Sarah Elizabeth,	Weir.
Newman, Merle,	McCune.
Newman, Osborn,	McCune.
Newton, Emma May,	Opolis.
Ollis, Clara Dell,	Pittsburg.
O'Rourke, Mary Celia,	St. Paul.
Pugh, Elizabeth Amelia,	Pittsburg.
Pratt, Gabriella May,	Fort Scott.
Preston, Ollie,	Beulah.
Radell, Clara,	Pittsburg.
Raymond, Cara Belle,	Pittsburg.
Rodenburg, Anna Leona,	Pittsburg.
Rogers, Vesta,	Pittsburg.
Rowe, Roy W.,	Prescott.
Russ, Cash Merwin,	Pittsburg.
Ryan, Gennie,	Chicopee.
Schoshusen, Elsa,	Kansas City, *Mo.*
Sipes, Susie,	Pittsburg.
Smith, Artie,	Pittsburg.
Smith, Clyde Earl,	Pittsburg.
Sproule, Birdie,	Crestline.
Stevens, Mary D.,	Fort Scott.
Stevenson, Maggie May,	Chicopee.
Stillwaugh, Lucy Janet,	Litchfield.
Stockwell, Beryl E.,	Tulsa, *I. T.*
Studebaker, Noah Eugene,	Pittsburg.
Stukey, Verna,	Pittsburg.
Taber, Buena Zoe,	Pittsburg.
Tanner, Lotos Ethel,	Erie.
Teasdale, Mary Ellen,	Pittsburg.
Thomas, Eva,	Nelson.
Toms, Annie E.,	Pittsburg.
Toms, Mary Mowatte,	Pittsburg.
Treadwell, Clara Leona,	Pittsburg.
Trisler, Gertrude D.,	Pittsburg.
Wagner, Chas. A.,	Junction City.
Warren, Nellie,	Pittsburg.
Waring, Emma,	Erie.
Watson, Robert John,	Atchison.
Welch, Mae Jennie,	Afton, *Iowa.*
Whiting, Hermon Orman,	Columbus.
Williams, Jennie,	Arcadia.
Wiseman, Christena E.,	Dodge City.
Wiseman, Emery Eugene,	Pittsburg.
Wright, Pluma Lou,	Pittsburg.

Kansas Counties Represented at Emporia.

The following-named counties, ninety-five in all, were represented during th past year. As younger children make up the classes in the primary and inte mediate departments of the Model School, the pupils listed there are largely fro Emporia or from the immediate vicinity. Many pupils who are enrolled as fro Emporia belong to families residing here temporarily for the purpose of educatin their children.

Allen	19	Greeley	1	Osborne	1
Anderson	13	Greenwood	43	Ottawa	
Atchison	24	Hamilton	2	Pawnee	
Barber	13	Harper	27	Phillips	
Barton	3	Harvey	15	Pottawatomie	1
Bourbon	20	Hodgeman	5	Pratt	
Brown	10	Jackson	8	Rawlins	
Butler	22	Jefferson	36	Reno	1
Chase	20	Jewell	8	Republic	1
Chautauqua	8	Johnson	19	Rice	1
Cherokee	14	Kearny	1	Riley	1
Clark	4	Kingman	11	Rooks	1
Clay	16	Kiowa	6	Rush	
Clond	13	Labette	26	Russell	
Coffey	47	Lane	5	Saline	
Comanche	4	Leavenworth	21	Sedgwick	1
Cowley	8	Lincoln	5	Seward	
Crawford	25	Linn	18	Shawnee	4
Dickinson	21	Logan	4	Sheridan	
Doniphan	10	Lyon	558	Smith	1
Douglas	8	McPherson	9	Stafford	1
Edwards	7	Marion	26	Sumner	1
Elk	17	Marshall	24	Thomas	1
Ellis	1	Meade	2	Trego	
Ellsworth	4	Miami	22	Wabaunsee	3
Ford	9	Mitchell	10	Washington	2
Franklin	35	Montgomery	20	Wichita	
Geary	10	Morris	35	Wilson	1
Gove	1	Nemaha	23	Woodson	2
Graham	6	Neosho	35	Wyandotte	1
Grant	2	Norton	3		
Gray	9	Osage	36	Total	18

States Represented at Emporia.

Following-named states and territories (outside of Kansas) were represented

Arkansas	3	Nebraska	5	South Dakota	
Colorado	1	New Mexico	2	Texas	
Illinois	2	New York	1	Utah	
Indian Territory	4	Ohio	2	Total	5
Iowa	6	Oklahoma	11		
Missouri	7	Pennsylvania	2		

Summary of Attendance.

Emporia.

FOURTH YEAR		318
Postgraduates, H Class	70	
Seniors, G Class	248	
THIRD YEAR		113
F Class	37	
E Class	76	
SECOND YEAR		258
D Class	111	
C Class	147	
FIRST YEAR		683
B Class	229	
A Class	454	
Special Classes		235
IRREGULAR AND SPECIAL STUDENTS		24
Shorthand and Typewriting	25	
Kindergarten Training	22	
Music	193	
Grammar-school Seniors		
Model School		15
Kindergarten		5
Total, Emporia		2,04
Hays		13
Pittsburg		14
Total listings		2,32
Repetitions		13
Total for the year		2,19

GOOD NIGHT.

Program, Second Ten Weeks, 1904-05 (September-November).

BEGIN. A. M. Sept. 6.	BEGIN. A. M. Regularly.	MISS HAMILTON.	MR. HILL.	MR. GLOTFELTER.	MR. TRIPLETT.
		Room 58.	Room 49.	Room 36.	Room 46.
8:10	8:10	Latin, 1.*	Hist. of Ed.*		
8:25	8:55	Latin, 1.	Latin, 4.		Psychology, VI.
8:40	9:40	Orthography.	Etymology.*		Etymology.
8:50	10:20	Latin, 3.	Hist. of Ed.	Gen'l Methods, No. 12.	Child Study.
9:05	11:05	Latin, 2.	Latin, 6.		
9:20	11:50	Latin, 2.*	Latin, 5.		Psychology, IV.

BEGIN. A. M. Sept. 6.	BEGIN. A. M. Regularly.	MISS JONES.	MISS McNALLY.	MISS WORCESTER.	MISS COCHRAN.
		Room 48.	Room 60.	Room 27.	Room 29.
8:10	8:10	Gram. Methods, Thurs., 5 p. m.	Rhetoric.*	Grammar.*	
8:25	8:55	Eng. Lit.	Rhetoric.		Grammar, No. 27.
8:40	9:40		Orthoepy.*	Orthography.*	
8:50	10:20	Eng. Lit.*		Grammar.*	Grammar, Sp., No. 60.
9:05	11:05	Lit. Crit.	Rhetoric.		Grammar, No. 27.
9:20	11:50		Rhetoric.*	Lit., Special, No. 48.	Grammar, No. 27.

BEGIN. A. M. Sept. 6.	BEGIN. A. M. Regularly.	MISS MARSLAND.	MR. PAYNE.	MR. ELLIS.	MISS TAYLOR.
		Room 51.	Room 47.	Room 28.	Room 56.
8:10	8:10	Elocution.*	Arith. Methods, Monday, 5 p. m.	Arithmetic.*	Algebra, II.*
8:25	8:55	Elocution.	Algebra, V.	Algebra, II.	Arithmetic.
8:40	9:40	Orthoepy.*	Orthoepy.	Orthography.	Orthography.
8:50	10:20	Oratory.	Trigonometry.	Arithmetic.*	Arithmetic.
9:05	11:05	Elocution.	Geometry.	Algebra, Special.	Arithmetic.
9:20	11:50	Reading, Special.	Geometry.*	Arithmetic.*	Arithmetic, Special.

** Last half.*

Program, Second Ten Weeks, 1904-'05 (September-November).

MISS MADDUX.	MR. WILBER.	MR. RHODES.	MR. RITCHIE.	MISS WHITNEY.
Room 32.	Room 12.	Room 57.	Room 53.	Room 54.
		School Law and Management.*		Civil Law, Special.
	School Law and Management.		Gen. History. (Greek.)	U. S. History, Special.
	Spelling, Special.		Orthoepy.	
	Kan. Hist.	Gen. History.* (English.)	Gen. History. (Oriental.)	Hist. and Law.*
	School Law and Management.	Gen. History. (Roman.)		Hist. and Law.
Kindergarten Methods.		Gen. History.* (English.)		Hist. Methods, Wed., 5 p. m.

MISS DUDLEY.	MR. ABBOTT.	MISS GRIDLEY.	MISS MORRISON.	MR. GAUSE.
Room 38.	Room 19.	Room 61.	Room 62.	Room 55.
German, 4.	Man'l Tr'g, 6-8, Wood Carving.	Drawing, I.*	Drawing, I.	Penmanship, Special.
German, 1.				Bookkeeping, Special.
Orthography.	Orthography, No. 20.			Orthography.*
German, 3.	Man'l Tr'g, 3-5, Woodwork.	Man'l Tr'g, 2, Drawing.*	Drawing, I.	Bookk'p'g and Penmanship.
German, 2.	Man'l Tr'g, 1, Drawing.	Drawing, Brief.	Drawing, I.	
French, 1.	Man'l Tr'g, 9-11, Clay Modeling.	Drawing, I.*	Drawing, I.	Bookk'p'g and Penmanship.

MR. BOYLE.	MR. WOOSTER.	MR. IDEN.	MR. VAN VORIS.	MR. ELLSWORTH.
Room 74.	Room 26.	Room 44.	Room 25.	Room 59.
	Botany, Field-work.	Astronomy.	Physiology, IV.	Geography, Special Polit.
	Geology, VII.			Geography.
	Orthoepy.	Etymology.	Orthography.*	Orthography.*
Music, C.	Botany, Field-work.	Physics, IV.		Geography, Special Phys.
Music, C.	Zoology.	Chemistry, VI.	Physiology, Special.	Geography.
Music, Brief.				Geography.*

** Last half.*

Program Notes.

As a general plan, final examinations at the end of each ten weeks place third-hour subjects Wednesday afternoon, and the subjects for the hours containing last halves of subjects on the remaining two afternoons of the week. The hours containing the first halves of subjects take examination in the forenoons. The subjects for the first two hours come Thursday, last two on Friday. The above plan makes examinations at the close of this ten weeks come as follows: First hour, Thursday afternoon; second hour, Thursday forenoon; third hour, Wednesday afternoon; fourth hour, Friday afternoon; fifth hour, Friday forenoon.

Mr. Samson and Miss Haggart will accommodate themselves to the vacant hours of students. Misses Harris, McCartney, Snyder and Sharrard give to supervision all their time during school hours.

Beginning chemistry and beginning geology will not be repeated this year; an advanced class in each of these subjects will be formed for the last half of the year. Child study will give place to philosophy of education during the third and the fifth ten weeks. Primary methods, library managment and history of art will be given in the fifth ten weeks at least.

Afternoon Hours.

Time assigned to a subject here does not indicate that every student taking the subject is required to use all this time, but that his work in that subject must be taken during that time.

Botany Laboratory.—Monday, 1:30 to 2:30; Tuesday, 1:30 to 3:00; Wednesday, 1:30 to 4:30; Thursday, 1:30 to 2:30; Friday, 1:30 to 3:00.

Chemistry.—Monday, 2:00 to 4:00; Thursday, 2:30 to 4:30.

Drawing.—Monday and Friday, 1:30 to 3:00; other school days, 2:00 to 4:00.

Geology.—Monday and Thursday, 2:30 to 3:30.

Manual Training.—Same hours as drawing.

Parliamentary Law.—Wednesday and Friday, 4:00 to 5:00.

Physical Training.—Basket-ball: Gentlemen, Wednesday, 3:00 to 4:00; ladies, Wednesday, 4:00 to 5:00; special classes, ladies, Tuesday and Thursday, 5:00 to 6:00; gentlemen, Tuesday and Thursday, 3:00 to 4:00; teachers, Tuesday, 2:00 to 3:00.

Physics.—Monday, 2:00 to 3:00; Thursday, 1:30 to 2:30.

Physiology, IV.—Tuesday, 2:00 to 3:00; Thursday, 2:30 to 3:30.

Student Teachers' Meetings.—Wednesday, 2:00 to 6:00; Friday, 2:00 to 3:00.

Zoology.—Tuesday, 3:00 to 4:00; Thursday, 3:30 to 4:30; Friday, 3:00 to 4:30.

Members of Faculty who have afternoon office hours will bulletin them on their doors.

Saturday Hours.

9:00 A. M.—How to use the library.
10:00 A. M.—Basket-ball for gentlemen.
11:00 A. M.—Basket-ball for ladies.

STATE NORMAL BULLETIN.
Vol. IV. No. 8.

ALUMNI NUMBER.

KANSAS STATE NORMAL SCHOOL,

EMPORIA, KANSAS.

OCTOBER 20, 1904.

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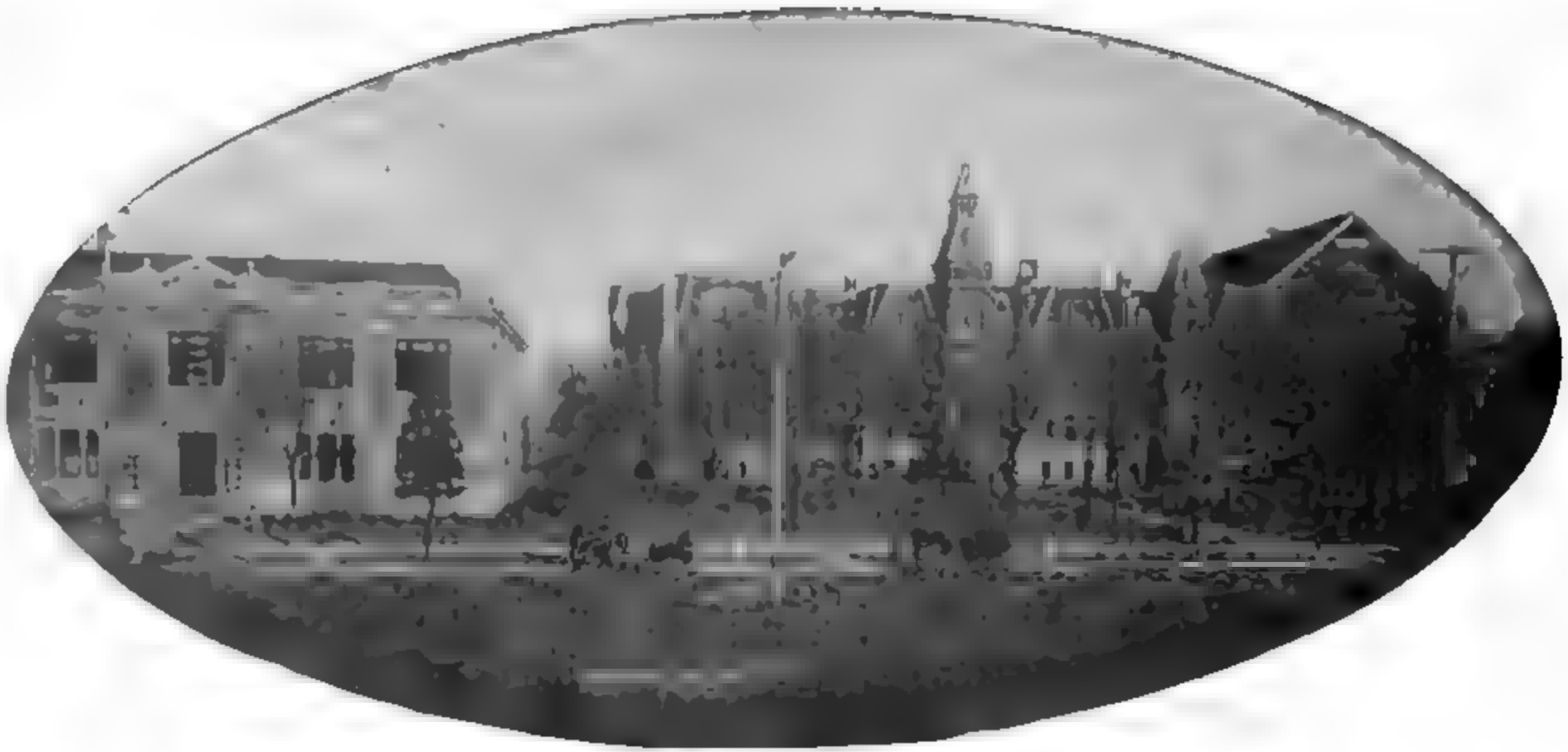

LIBRARY AND MAIN BUILDING AT EMPORIA.

STATE NORMAL BULLETIN.

VOL. IV. OCTOBER 20, 1904. No. 8.

To the Alumni.

AS will be seen from the following pages, the number of names given as graduates in the alphabetical list exceeds 1800. The alumni class roll shows the same names grouped in classes. It has been thought proper to introduce an appendix showing who hold an unexpired one-year certificate from completing two years of work at Emporia or from graduation at Hays or Pittsburg. This completes the record of teachers' certificates now valid from the Normal School and its branches, and brings the number up to more than 1200.

The course of study has been so extended that every student who has been in the Normal could do additional work here to advantage. No matter what course has been completed, or even if all courses offered have been completed, there are additional studies that can be profitably taken. Those who have not completed a four years' course are urged to do so as soon as possible, and those who complete a four years' course are encouraged to do some special work that will gain a testimonial of proficiency in some line of teaching. Those whose diplomas have lost their certificate force are urged to keep up such professional interest as to secure renewal by the State Board of Education.

The Alumni Association has this year emphasized its dignity by electing to its presidency the first member to graduate a son from the School, Mrs. Judge Graves, whose son is listed in the class of 1904. Next June's alumni meeting should have an especially large representation from the classes of '70, '75, '80, '85, '90, '95, and 1900, that being the time of the quinquennial reunion of those classes. The institution will always be *greatly interested in the enterprises* of the alumni. In fact,

there is a sense in which the alumni are the institution, for they are doing the work which the institution exists for—the teaching of the children of the state by the best methods and in the most efficient manner possible. The alumni realize that the success of the Normal School is their success, and have taken a great interest in the increase of building accommodations for the School, and are pushing the raising of money for an alumni building. The alumni will doubtless greet with satisfaction the news that the finest souvenir book ever issued by a graduating class in this part of the country was issued by the Normal School class of the present year. Members of the earlier classes will find pleasure in owning a copy of the book, and will do a worthy service in buying one soon, and thus helping to remove the deficit still existing.

The Alumni building fund is growing. Since the letter sent out last May about $500 in new pledges have come in. The fund now aggregates $2600, and as yet less than 100 of the alumni have made their response. The entire $15,000 originally asked for ought to be pledged this year, and this will easily be done if all interested will act promptly in sending in their pledges to Secretary A. S. Newman, treasurer of the fund. To facilitate this the blank pledge is printed below. Cut it out, fill in the largest amount you can on the easy terms proposed, sign, and send to him at an early date.

.....

Alumni Building Fund.

The Kansas State Normal School.

....., 1904.

I hereby agree to pay to the treasurer of the Alumni building fund of the Kansas State Normal School, or his order, ... DOLLARS, payable as follows:

One-fifth payable Decembr 1, 1904,
One-fifth payable June 1, 1905,
One-fifth payable December 1, 1905,
One-fifth payable June 1, 1906,
One-fifth payable December 1, 1906,

with seven per cent. interest on each payment after maturity of said payment.

(Signed).....

Alumni Record.

Abbreviations to indicate courses completed:

Adv.....Advanced.
Ad. E.....Advanced English.
Ad. E. & L.....Advanced English and Latin.
C. S.....Common School.
El.....Elementary.
El. E.....Elementary English.
Eng.....English.
Eng.-Ger.....English-German.
Lat.....Latin.

Where no state is named the town is in Kansas. An interrogation mark after an address indicates that we have had no recent verification. It is especially important that we receive verification where lack of definite information may cause question as to whether the certificate remains valid.

Further neglect will cause us to drop the address from our mailing-list and to italicize the name when we cannot vouch for the certificate force of the diploma.

The italic names indicate graduation from the Academic course only, or, if the graduation is from some other course, the spending of as much as three consecutive years out of school work since the passage of the law which contains the following section: "All life certificates issued by the State Board of Education or by the Regents of the State Normal School shall be void if the holder of the same should not be engaged in school work for three consecutive years; provided, that certificates may be renewed by the State Board of Education." The attorney-general has ruled that this clause will apply to life certificates issued before the law was passed as well as to those issued since.

The report of 1902 gave special recognition to graduates of ten years or more before that time, in summarizing their school work since graduation, if the aggregate of their school work was ten years or more. The bulletin of 1903 gave full records for those who graduated in the ten classes immediately before 1903. Those two bulletins, taken together, make a very full record of the alumni prior to the current year.

The data given are the latest we are able to obtain. With few exceptions, we have been able to verify them to date. The alumni would confer a favor by reporting to this office any inaccuracies that may be found, and by promptly notifying us as changes in their own employment or location may be made. We wish for record, if not for publication, enough items of post-office address to secure prompt delivery of mail. It is our purpose to keep on record in the office the occupation of each graduate, even when he is not engaged in school work.

The number in parenthesis at the close of a record shows years of teaching before the present year and since graduation.

ALPHABETICAL LIST.

Abbott, Zella, '99. Kansas City, Mo.
Adams, George Ira, El. '89, Lat. '90. Lima, Peru. (9.)
Adams, Margaret L., *El. '04. Topeka.*
Adams, Rose, El. '04. Rantoul.

Ader, Benjamin Franklin, El. '97. Student K. U. (7.)
Agrelius, Frank Ulysses Grant, El. '98. Principal high school, Argentine. (6.)
Aikins, Ardie (Mrs. Shipley), El. '99. Coffeyville. (3.)
Akers, Elizabeth, El. '03. Teacher city schools, Hoxie. (1.)
Albach, Louisa Bertha, El. '92. Teacher Zion school, Chicago, Ill. (9.)
Albaugh, Nannie E. (Mrs. E. O. Leatherwood), El. '94. Salt Lake City, Utah.
Alden, Lizzie Shaw, El. '97. Newton. (4.)
Aldrich, Bertha, El. '03. Teacher, Belmont. (1.)
Alexander, Clara Grace, El. '02. Teacher high school, Manhattan. (2.)
Alexander, Emma Jewell (Mrs. F. W. Keene), El. '95. Kansas City, Mo.
Alexander, Ulysses Stover, Lat. '90. Teacher, Winfield. (14.) ?
Allbaugh, Edgar Bradshaw, El. '01. Teacher county high sch., Clay Center. (3.)
Allen, Geo. A., jr., El. '04. Principal school, Netawaka.
Allen, Richard, El. '98. Teacher county high school, Independence. (6.)
Allison, Myrtle, El. '01. Teacher city schools, Stafford. (3.)
Amyx, Henry Bascom, El. '04. Principal school, Deerfield.
Anderson, Eric, '94, Lat. '95. Neame, La. (1.)
Anderson, Gertrude, El. '04. Teacher city schools, Galena.
Anderson, Mary Elizabeth (Mrs. Burner), Lat. '91. New Holland, Ill.
Anderson, Robert Victor, El. '98. El Reno, Okla. (4.)
Anderson, W. A., Lat. '01. Principal schools, McLouth. (4.)
Andrews, Laurin Lundy, Lat. '03. Principal schools, White City. (1.)
Andrews, Vernon L., '00. Student Univ. Med. Coll., Kansas City, Mo. (4.)
Angevine, Olive M. (Mrs. Archibald Stote), El. '95. Kansas City. (4.)
Anthony, Ella (Mrs. Bauman), El. '93. San Diego, Cal. (1.)
Archer, Blanche Zelma, El. '04. Teacher city schools, Pittsburg.
Armor, Gladdis Belle, El. '97. Emporia. (5.)
Armstrong, Lyman Herbert, El. '89, Lat. '99. Bigelow. (11.)
Arnett, Flora Kate (Mrs. Bigg), El. '03. Washington, D. C. (1.)
Arnold, Eleanor Edna, El. '00, Lat. '02. Principal schools, Hamlin. (4.)
Arnold, Elizabeth M. (Mrs. Van Ness), El. E. '81. Emporia.
Arnold, Sophia E., El. '03. Teacher city schools, Burlingame. (1.)
Atherton, Sarah Anne, El. '01. Teacher city schools, Emporia. (3.)
Atkeson, George Longdon, '98. County superintendent, Fredonia. (6.)
Atkins, Louie E., El. '93, Lat. '99. Teacher city schools, Kansas City, Mo. (11.)
Auchard, Robert M., C. S. '84. Wallace.
Ausemus, Sarah E., Lat. '02. Teacher city schools, Los Angeles, Cal. (2.)
Ausherman, Benjamin M., El. '84. Evanston, Wyo. (5.)
Austin, Helen (Mrs. Chas. Hutchings), El. '98. Argentine. (4.)
Austin, Mabel Minerva (Mrs. W. E. Lyon), El. '01. Lincoln. (1.)
Avery, Edna, El. '97. Teacher city schools, Emporia. (7.)
Avery, Inis Florence (Mrs. F. M. Chapman), El. '97. Keats. (1.)
Aves, Lottie Elizabeth, El. '97. Teacher city schools, Hastings, Neb. (7.) ?
Axtell, Florence (Mrs. Frank Abbey), El. E. '81. Newton. (4.)
Ayers, Frank, El. '02. Student, Kirksville, Mo. (1.)
Bacheller, Milan Owen, El. '97. Teacher, Sterling. (7.)
Backlund, Hattie, El. '04. Teacher city schools, Lasita.
Bacon, Adaline Maria (Mrs. W. M. Droll), El. '92. Mayday. (2.)
Bacon, Henrietta Elizabeth (Mrs. Edward Elias), El. '91. Chicago. 1.
Bacon, Laura Kate (Mrs. E. W. Myler), El. '89. Iola. (6.)
Bacon, Mary Emily, El. '98. Marquette. (1.)
Bailey, Alfred M., '98. Yonkers, N. Y. (5.)

Bailey, Laura Delove, El. '90. Teacher city schools, Topeka. (14.)
Bailey, Thomas Arthur, '01. Teacher, Brownell. (2.)
Baird, Mary Brooks, El. '92, Lat. '96. Eureka. (11.) ?
Baird, Mary Marincia, El. '04. Teacher high school, Le Roy.
Baker, Ada Celestia, El. '96. Teacher county high school, Columbus. (8.)
Baker, Andrew Jackson, El. '04. Ward principal, Chanute.
Baker, Annie Florence, El. '01. Teacher city schools, Hoxie. (3.)
Baker, Ida May (Mrs. W. Herron), El. '84. Topeka. (5.)
Baker, Joseph Jefferson, El. '04. Principal schools, Elk City.
Baker, Lilian Clare W., El. '04. Teacher city schools, Meriden.
Baker, Lura M. (Mrs. R. L. Brown), El. '88. Kansas City, Mo. (4.)
Baker, Mary Ellen (Mrs. Wm. H. Lawrence), El. '94. Sabetha. (8.)
Balch, Sadie L., C. S. '82. Died 1888. (4.)
Balcomb, Emily L. (Mrs. R. R. Grant), El. '97. San Francisco, Cal. (6.)
Balcomb, Ernest E., Eng. '92. Teacher high school, Fresno, Cal. (12.)
Balcomb, Francis Ward, '99. Chicago, Ill. (4.)
Balcomb, Jean Bart, El. '99. San Francisco, Cal. (5)
Balcomb, Mary Florence, '99. Student Leland Stanford Univ. (5.)
Bales, David M., '70. Teacher city schools, Colorado Springs, Colo. (22.) ?
Ballew, Thomas Joseph, El. '92. Geary, Okla. (7.)
Ballinger, Lulu (Mrs. W. S. Davidson), El. '91. Bozeman, Mont. (4.)
Barber, Edward T., El. '87. Teacher state normal, Albion, Idaho. (17.)
Barber, Ella Evangeline, El. '02. Principal, Iowa Point. (2.)
Barber, Nettie Winona, El. '98. Principal, Woodruff. (5.)
Bardwell, Sol A., El. '95. Principal county high school, Clay Center. (9.)
Barnes, Laura C., El. '91. Teacher city schools, Monrovia, Cal. (13.)
Barnett, Isabella Cantley (Mrs. Savery), Lat. '98. Spokane, Wash. (5.)
Barnett, Mary Paulding, Lat. '95. Teacher county high school, Chapman. (9.)
Barnett, R. J., Eng. '96. Manhattan. (4)
Barrows, Edwin P., El. '88, Lat. '90. Patterson. (2.)
Bassett, Albert J., El. '04. Principal schools, Allen.
Bassett, Hattie E. (Mrs. Harry Aldrich), Lat. '95. Topeka. (8.)
Bates, Nannie Lou, El. '99. County superintendent, Enid, Okla. (5)
Baugher, D. A., El. '99. Superintendent, Kinsley. (5.)
Baxter, L. W., El. '90, Lat. '93. Territorial superintendent, Guthrie, Okla. (14.)
Baxter, T. P., El. '95, Lat. '96. Garnett. (3.)
Beach, J. H., Lat. '96. Principal schools, Meade. (6.)
Beadle, Jesse A., '97. Teacher, National City, Cal. (7.)
Beale, Ione J. (Mrs. E. K. Harkness), El. '01. Tr. city schs., Laporte, Tex. (2.)
Beates, James William, '96. Denver, Colo.
Beates, Mary L., El. '96. Teacher Southern Ute school, Ignacio, Colo. (6.)
Beatty, M. Annette, El. '04. Osborne.
Becker, O. M., El. '97. Supt. McCormick Inst. of Industry, Chicago, Ill. (6.)
Beckett, Lucille (Mrs. Kennedy), El. '00. Kansas City. (1.)
Beckley, Candace I. (Mrs. B. M. Powell), El. '94. Neodesha. (2.)
Bell, Drummond S., El. '95. Vernon. (4.)
Bell, Kate T., '96, Lat. '97. Teacher city schools, Lead, S. Dak. (8.)
Bell, Lilly M. (Mrs. B. E. Brown), El. '93. Piqua. (1.)
Bemis, Nina May, El. '94. Hays. (3.)
Benedix, Margaret L., El. '01. Principal high school, Kingman. (3.)
Bennett, Flora (Mrs. Morgan), El. '76. Deceased. (8.)
Bennett, *Ora, El. '02. Teacher* city schools, Topeka. (2.)

Benson, Ruth, El. '00. Teacher city schools, Colorado Springs, Colo. (4.)
Berger, Lyda C., El. '97. Emporia. (4.) ?
Berry, Mary E., El. '94. Teacher high school, Clarinda, Iowa. (10.)
Berry, Susanna, El. '03. Principal schools, St. Paul. (1.)
Best, Alice E. (Mrs. Weinschenck), El. '91. Teacher, Rochester. (12.) ?
Best, Jennie J. (Mrs. S. E. L. Wilbur), El. '91. Admire. (2.)
Best, Mrs. Lucy S , El. '01. Teacher, Riverside, Cal. (2.)
Betty, Evangeline (Mrs. Peck), El. '92. Kansas City, Mo. (1.) ?
Betz, Bert R., El. '95. Chapman. (9.)
Bieber, Emma A., Lat. '04. Colby.
Bieber, Etta A., El. '04. Teacher city schools, Sharon Springs.
Bill, Lilly Ella, El. '93. Teacher city schools, Evanston, Ill. (11.) ?
Binford, Bevan, '93. Died 1900. (7.)
Binford, Gurney, El. '92. Superintendent mission school, Tokyo, Japan. (12.)
Bishoff, Mark L., El. '90. Topeka. (9.)
Bishop, Angelia (Mrs. H. R. Vollmar), C. S. '82. Columbus. (2.)
Bishop, Carry A., C. S. '83, El. '85. Emporia. (8.)
Bissell, Anna M., El. '82. Died 1889. (7.)
Bitler, Estelle (Mrs. Tower), C. S. '82. Madison.
Bitler, Ina, El. '03. Teacher schools, Madison. (1.)
Bixler, Elinor M. (Mrs. M. C. Smith), El. E. '80. Springfield, Mo. (3.)
Black, Margaret E. (Mrs. Chas. Mindeleff), El. '91. New York. (12.) ?
Black, Ida E., El. '91. Kansas City, Mo. (1.)
Black, Jessie G., El. '00. City schools, Emporia. (4.)
Blaine, Grace M., El. '02. Teacher city schools, Humboldt. (2.)
Blaine, M. Pearl, El. '02. Teacher city schools, Chanute. (2.)
Blair, Annie, El. '01. Student K. S. N. (3.)
Blair, William R., El. '95. Student University of Chicago. (9.)
Blanchard, Jessie, El. '04. Teacher city schools, Reading.
Blandin, Luella, El. '78. Colorado Springs, Colo. (1.)
Blood, John W., '02, Lat. '04. Student K. U. (2)
Blunk, Anos M., El. '88. Lawton, Okla. (6.)
Boal, Mary S., El. '04. Teacher city schools, Clifton.
Boersma, Celia (Mrs. Samuel Merwin), El. '92, Lat. '94. El Dorado. (5.)
Boersma, Jessie, El. '92, Lat. '94. Teacher city schools, El Dorado. (8.) ?
Bogar, T. P., El. '92. Creston, Iowa. (7.)
Bogle, Artemas M., Lat. '89. Teacher high school, Kansas City. (15.)
Bohr, Frank, El. '04. Student Univ. of Mich., Ann Arbor.
Bohr, Louis J., El. '02. Student K. U. (2.)
Boles, Elizabeth, El. '97. Died 1901. (4)
Bolton, Will E., El. '83. Woodward, Okla. (2.)
Bonifield, Ortha M. L., El. '00. Teacher, Moline. (4.)
Bordenkircher, Clare K., El. '02. Teacher city schools, Burlington. (2.)
Borland, Lois Bertha, El. '99. Burlingame. (2.)
Borland, Louis, '93. Owens, Okla.
Bosley, Vada, El. '02. Teacher city schools, Abilene. (2)
Botsford, Anna, El. '03. Student K. U. (1.)
Boughton, Wallace S., El. '84. Salina. (1.)
Bowen, Minnie A., El. '03. Principal ward school, Iola. (1.)
Bowers, Benjamin F., '02. Teacher, Philippine Islands. (2.)
Bowers, Ephraim M., Lat. '01. Clarks, La. (3.)
Bowersox, William L., El. '01. Principal high school, Russell. (3.)

Bowles, Elihu, El. '99. Principal, Prosser, Wash. (5.)
Bowling, Alonzo J.. Eng. '02. Student Mich. Univ., Ann Arbor. (2.)
Bowman, Harriet (Mrs. Kirby), El. '87. Rock Rapids, Iowa. (1.)
Bowman, Ola, Lat. '92. Teacher high school, Spokane, Wash. (12.)
Boyd, Ida E., El. '04. Teacher city schools, Chanute.
Boyer, John Edgar, El. '98. Superintendent, Kingman. (6.)
Boyles, Anna Bowen (Mrs. Rogers), El. '89. Larned. (4.)
Boyles, Ralph, El. '03, Eng. '04. Teacher Norton county high school. (1)
Bracken, Mattie John (Mrs. W. D. Prosser), El. '90. Teacher high school, Salt Lake City, Utah. (14.)
Bracken, Pamela, C. S. '83. Principal schools, Rexford. (20.)
Braddock, Lois Ella, El. '98. Teacher, Madison. (4.)
Bradford, Ira J., El. '96, Eng. '00. Superintendent, Alamosa, Colo. (8.)
Bradford, William A., El. '95. Perry. (2.)
Bradley, Carrie F., El. '86. Teacher city schools, Emporia. (18.)
Bradley, Elouise (Mrs. E. S. Bowers), Lat. '88. Lincoln. (2.)
Bradley, James T., El. E. '81. Sedan. (6.)
Brainerd, Bertha (Mrs. W. F. de Niedman), El. '84. Pittsburg. (7.)
Brann, Lura Belle, El. '04. Teacher city schools, Lincoln.
Branson, Laura E. (Mrs. Wm. A. Nunlist), Lat. '96. Seattle, Wash. (8.)
Braum, Creswell C., El. '97. Mayetta. (3.) ?
Brazil, Jeannie H. (Mrs. Newby), El. '89. Acme, Tex. (3.)
Bresette, Linna E., El. '02. Teacher city schools, Topeka. (2.)
Bric, Marie T., El. '93. St. Joseph, Mo. (1.)
Brinkerhoff, Charles N., El. '91. Sedan. (6.)
Brobst, Claude Milo, '00. Chanute. (3.)
Brobst, Mary Maude (Mrs. E. G. Ganoung), El. '99, Lat. '02. Cawker. (3.)
Brockett, Hettie L. (Mrs. Miller), C. S. '83. McPherson. (5.)
Brogan, Anna Helen, El. '04. Principal schools, Hartford.
Brookens, Edwin E., '01, Lat. '02. County superintendent, Smith Center. (3
Brookens, Elgie Clifford, El. '04. Student K. U.
Brookover, Jessie Irene, El. '92. Teacher academy, Eureka. (12.)
Brooks, Charles Henry, El. '01. Principal, Springhill. (3.)
Brooks, Jennie May, El. '89. Teacher city schools, Ottawa. (15.)
Brooks, Mary Helen, El. '03. Teacher city schools, Chanute. (1.)
Broom, Byron, Eng. '03. Teacher state normal school, St. Petersburg, Fla. (1
Brown, Ada A., El. '04. Teacher city schools, Belvue.
Brown, Benjamin Eli, El. '91, Lat. '95. Piqua. (3.)
Brown, Callie (Mrs. De Vault), El. '81. Kansas City, Mo. (3.)
Brown, Caroline May (Mrs. Brewster), El. '95. Troy. (4.)
Brown, Clara A., El. '02. Teacher city schools, Lead, S. Dak. (2.)
Brown, Delta May, El. '04. Teacher city schools, Manhattan.
Brown, Frances L., El. '98. Teacher city schools, Topeka. (6.)
Brown, George A., El. '02. Superintendent, Caney. (2.)
Brown, J. N. D., '69. Chickasaw, I. T. (3.)
Brown, John Wm., Lat. '03. Superintendent, Neodesha. (1.)
Brown, Laura E. (Mrs. Francis I. Page), El. '88. Upland, Cal. (4.)
Brown, Lola E., El. '99. Principal, Garden Plain. (4.)
Brown, Love, El. '89. Teacher city schools, Osage City. (15.)
Brown, Lutie I., El. '97. Teacher city schools, Emporia. (7.)
Brown, Mary B. (Mrs. Thos. Kincaid), C. S. '82. Reserve. (4.)
Brown, Mattie M., El. '00, Lat. '01. Student, Ann Arbor, Mich. (4.) ?

Brown, Maude (Mrs. Guy Bangs), El. '94. Neal. (5.)
Brown, Naomi H., El. '97. Teacher city schools, St. Joseph, Mo. (7.)
Brown, Ora C., El. '92. Aulne. (11.)
Brown, Royal Allen, El. '04. Principal schools, Jetmore.
Brown, Wm. Brazil, El. '90, Lat. '91. St. Joseph, Mo. (8.)
Brumbaugh, Verna, El. '99. Teacher city schools, Palouse, Wash. (5.)
Bruton, John Pulaski, '01. Thorp, Wash. (3.)
Bryant, Henry H., El. '01. Died 1903. (2.)
Buck, Daisy I., El. '01. Teacher city schools, Sabetha. (3.)
Bullimore, Richard, El. '01. Kansas City, Mo. (3.)
Bullock, Hattie F., El. '02. Teacher city schools, Almena. (2.)
Bunbury, Marian F. (Mrs. T. E. Welch), C. S. '82. Emporia. (7.)
Bunch, Victoria, El. '01. Teacher city schools, Galena. (3.)
Bunning, Edith K., El. '04. Teacher city schools, Burlington.
Burkholder, E. Catherine, El. '03. Teacher county high school, Clay Center. (1.
Burkholder, Mattie G., El. '02. Teacher high school, Galena. (2.)
Burney, Frances J. (Mrs. Harry Rhodes), El. '00. Colony. (1.)
Burr, Gertrude M., El. '95. Principal ward school, Emporia. (7.)
Bushey, Allen H., Eng. '86, Lat. '94. Superintendent, Pittsburg. (15.)
Butler, Mary, El. '04. Lyons.
Buxton, Anna, El. '04. Linndale.
Buxton, Cora, El. '04. Teacher city schools, Linndale.
Byerts, Nettie, El. '02. Socorro, N. M. (1.)
Cady, Wm. H., El. '72, Eng. '83. Augusta. (3.)
Cain, Grace Sylvia, Lat. '98. Los Angeles, Cal. (4.)
Cain, Willis A., El. '01. Concordia. (2.)
Caldwell, Walter W., El. '02. Student medicine, Topeka. (1.)
Calhoun, Julian Cassius, '91. Keosauqua, Iowa. (2.)
Call, Louetta, El. '03. Teacher city schools, Admire. (1.)
Calvert, Edna (Mrs. Wallace), El. '92. Died 1895. (2.)
Campbell, Jennie, '74. Plymouth. (9.)
Campbell, Nettie (Mrs. O. W. Cortright), El. '01. Wa Keeney. (3.)
Campbell, Thomas W., El. '89. Chicago, Ill.
Canaday, Minnehaha, El. '95. Teacher city schools, Kansas City. (8.)
Cannan, John, El. '96, Lat. '97. Principal high school, Chanute. (8.)
Canty, Miles E., Eng. '03. Ward principal, Chanute. (1.)
Carlile, Anna, El. '98. Teacher city schools, Coffeyville. (6.)
Carlile, Mattie G., El. '02. Teacher city schools, Harper. (2.)
Carll, Anna L. (Mrs. N. B. Stiles), Eng. '82. Chicago, Ill. (17.)
Carman, Alice, El. '90. Teacher, New Rome, Minn. (10.) ?
Carney, Albert B., '92. Superintendent, Concordia. (12.)
Carney, Earl M., '96, Lat. '97. Student Hahnemann school, Chicago, Ill. (8.)
Carnine, Ida May (Mrs. E. W. Beeson), El. '93. Pleasanton. (3.)
Carpenter, Ella E. (Mrs. J. H. Young), El. '96. Oklahoma. (2.)
Carpenter, F. D. '95. Student Northwestern Univ., Chicago, Ill. (1.)
Carpenter, Myrtle L., El. '90. Teacher state normal, Platteville, Wis. (9.)
Carr, Lillian F. (Mrs. Morton Lockwood), El. '95. Kansas City, Mo. (9.)
Carson, David, El. '01. Student, Ann Arbor, Mich. (3.)
Carter, Anna, El. '04. Emporia.
Carter, Ida Estella, El. '04. Principal schools, Plymouth.
Carver, Arthur W., El. '02. Principal schools, Goffs. (2.)
Cash, Annie M., El. '04. Teacher city school, Admire.

Cash, Charles C., El. '04. Teacher Boys' Industrial School, Topeka.
Castillo, E. J., Lat. '97. Teacher county high school, Independence. (7.)
Cavaness, C. T., '69. Chiles. (6.)
Challender, Olive M., El. '00. Teacher city schools, Burrton. (4.)
Chamberlain, J. E., El. '03. Superintendent, La Cygne. (1.)
Chamberlin, Alla M., El. '96. Teacher city schools, Hoquiam, Wash. (7.)
Chamberlin, Louie, El. '86. Teacher city schools, Colorado Springs. (18.)
Chamberlin, Lura M., El. '96. Died 1899. (2.)
Chance, Kathryn Gray, El. '04. Teacher city schools, Mound City.
Chandler, May, El. '99. Teacher city schools, Kansas City. (5.)
Chapman, C. C., '99. Herington. (1.)
Chapman, F. M., El. '95. Keats. (7.)
Chapman, Mary Jane, El. '02. Teacher city schools, Scranton. (2.)
Chapman, Mina, El. '04. Teacher city schools, Concordia.
Chase, Eunice Clara (Mrs. Davis), El. '94. Foster, Mo. (4.) ?
Chellis, Mollie, El. '04. Teacher city schools, Kansas City.
Chilcott, Oscar M., Lat. '00. Rockvale, Mont. (2.)
Childears, Cora (Mrs. Clarence Burdick), El. '93. Alamogordo, N. M. (2.)
Childears, Nora, El. '91. Teacher city schools, Kansas City. (13.)
Christian, Jennie Dott (Mrs. Dickerson), El. '92. Carlyle.
Christian, Mattie G. (Mrs. J. C. Calhoun), El. '91. Keosauqua, Iowa.
Christianson, Mabelle, El. '00. Principal, Reece. (4.)
Christy, Osie K. (Mrs. H. G. Mathis), El. '98. Chanute. (2.)
Christy, Zoa Estelle, El. '00. Hiawatha. (3.)
Claassen, Peter A., '93, Lat. '94. Teacher college, Kalamazoo, Mich. (10.)
Clark, Arthur Miller, El. '02. Principal ward school, Weir. (2.)
Clark, Flora J. (Mrs. R. D. Sands), C. S. '82. Peabody. (4.)
Clark, Herbert Fletcher, El. '00. Principal, Hollywood, Cal. (4.)
Clark, Nina Arstilla, El. '98, Eng. '00. Emporia. (4.)
Clark, Roxie Ellen, El. '93. Wichita. (9.)
Clarke, Elva Enola, '91, Eng. '92. Librarian K. S. N., Emporia. (13.)
Clarke, Etta I'Dell (Mrs. C. M. Culver), '93. Detroit, Mich.
Clarke, Joseph Washington, El. '94. Leadville, Colo. (2.)
Clayton, Joseph, El. '76. Admire. (19.)
Clepper, John L., El. E. '80. Died 1884. (3.)
Cleveland, William Roy, El. '04. Principal schools, Walnut.
Clewell, Harry E., El. '04. Principal schools, Buffalo.
Close, Julia (Mrs. Joseph W. Phillips), El. '96. Cusihuiriachic, Mexico. (4.)
Clymer, Edna, El. '04. Teacher city schools, Mound City.
Clymer, Pearl Orsyth, El. '04. Teacher city schools, Pratt.
Cobb, Benjamin, '91. Teacher, San Jose, Cal. (12.) ?
Cobb, Mary M., El. '96, Lat. and Eng. '97. Tr. city schs., Lawton, Okla. (6.)
Cochran, Beatrice (Mrs. W. H. Daniels), El. '93. Jerome. (8.)
Cochran, Hattie Luella, El. '90, Eng. '93. Teacher K. S. N., Emporia. (13.)
Cochran, Lucy Annis (Mrs. J. A. Schreck), El. '89. Redlands, Cal. (3.)
Cochran, Mary Louisa, El. '90. Teacher city schools, Topeka. (14.)
Coe, Nora Estelle, El. '03. Olathe.
Coffey, Anna Lois, El. '00. Teacher high school, Macomb, Ill. (4.)
Coffin, Frances, El. '04. Teacher city schools, Pittsburg.
Coffin, Lewis Albert, El. '03. Principal, Antelope. (1.)
Coffman, Alka Blanche (Mrs. Clark Chamberlin), El. '91. Springhill. (11.)
Coffman, Hattie Marie (Mrs. H. W. Avery), El. '94. Wakefield. (4.)

Coffman, T. C., El. '87. Neal. (12.)
Colburn, James Miller, El. '90. Prescott. (12.)
Cole, E. Grace, El. '02. Teacher city schools, Kansas City. (2.)
Cole, Nellie (Mrs. Howard Dunlap), '74. Emporia.
Coleman, William Coffin, '92, Lat. '93. Wichita. (6.)
Colestock, Mrs. Minnie A. (Mrs. Newell), Lat. '90. Fordyce, Ark. (3.) ?
Collett, Alonzo McGee, '91. Died 1902. (11.)
Collier, Olive, El. '95. Teacher city schools, Smuggler, Colo. (7.)
Collins, Bernice Eola, El. '03. Teacher city schools, Pullman, Wash. (1.)
Collins, Ella Agnes, El. '99. Teacher South Side school, Denver, Colo. (5.)
Collins, Eva, El. '84. Teacher city schools, Topeka. (14.)
Collins, Grace (Mrs. Geo. R. Jones), El. '99. Emporia. (5.)
Collins, Lillie M., El. '00. Teacher county high school, Westmoreland. (4.)
Collins, Maggie Belle, El. '96. Teacher city schools, Emporia. (8.)
Collins, Nellie Louise, El. '89. Died 1902. (9.)
Colton, Martha, El. '04. Teacher city schools, Kansas City.
Coman, Clara Cecilia, El. '93. Died 1896. (1.)
Combs, Benjamin Franklin, El. '82. Albuquerque, N. M. (3.)
Combs, Samuel Leslie, El. E., '81, '82. Teacher, Gila Bend, Ariz. (7.)
Comfort, Theressa Pearl (Mrs. J. B. McClure), El. '97. Emporia. (2.)
Conaway, La Vanche, El. '99. Richland. (4.)
Cone, Mrs. Permelia, El. '00. Teacher city schools, Ogden, Utah. (4.)
Conner, David E., El. '04. Principal schools, Burns.
Conron, Nellie M., El. '04. Teacher city schools, Carbondale.
Constable, Orville Otis, El. '03. Died 1903.
Conway, T. W., El. '79. President normal school, Alva, Okla. (25.)
Cook, Emma Agnes, El. '98. Neosho Rapids. (1.)
Cook, Ernest M., Eng. '02. Teacher city schools, Guayanilla, Porto Rico. (2.)
Cook, Gracia, El. '04. Teacher city schools, Parsons.
Cook, Walter Amos, El. '96, Lat. '97. Gove. (2.)
Cool, Commodore Foote, El. '93. Columbus. (10.)
Cooley, James Albert, Lat. '96. Kirksville, Mo. (1.)
Cooper, James Thomas, El. '91. Fredonia. (1.)
Coover, Hezekiah, El. '93. Superintendent, Wilson. (11.)
Coover, Oakey D., El. '04. Teacher, Farmersburg.
Corder, Della E., El. '02. Teacher city schools, Atchison. (2.)
Cornelius, Grace, El. '04. Teacher city schools, Iola.
Cotton, Lilla May, El. '04. Principal schools, Elsmore.
Cotton, Nellie Agnes, El. '00. Teacher city schools, Snyder, Okla. (4.)
Coughlin, Edward Henry, El. '04. Edgerton.
Coughlin, Robert Emmett, El. '04. Teacher high school, Parsons.
Coulter, Mary E. (Mrs. Farmer), El. '87. Boulder, Colo. (12.)
Courtney, Charles, '94. Died 1903. (3.)
Coverdale, Reuben Allen, El. '03. Principal schools, Barnes. (1.)
Covert, Penelope Nellie, El. '93. Florence. (10.)
Cowan, Cora Mabelle (Mrs. J. M. Nation), El. '93. Topeka. (2.)
Cox, Ellen, El. '03. Teacher city schools, Edgerton. (1.)
Craig, Bessie A. (Mrs. Jones), El. '93. Emporia. (11.)
Craig, Jessie Marie (Mrs. C. E. Newcomb), El. '94. York, Pa. (4.)
Cramer, Kate, El. '92. Neodesha. (10.)
Crary, Lottie Elva, Lat. '96. Teacher K. S. N. (8.)
Crawford, Ethel D., El. '04. Teacher city schools, Ottawa.

wford, Floy E., El. '00. Student K. U. (4.)
wford, James Elmer, '97, Lat. '00. Principal schools, Conway Springs. (7.)
nshaw, Martha Eleanor, El. '99. Teacher, Dallas Divide, Colo. (3.)
tcher, Correa, El. '84. Teacher, Kingman. (18.)
chfield, Laura Isabelle, El. '92. Principal schools, Baker. (11.)
hfield, Mrs. Alva Harley, El. '02. Teacher city schools, Geneseo. (2.)
s man, George R., Eng. '92, Lat. '97. Superintendent, Salina. (9.)
n, Anna Mary, El. '03. Teacher city schools, Emporia. (1.)
oks, Alexander D., El. '87. Fredonia. (7.)
ss, Abraham Lincoln, El. '93. Teacher, Sedgwick. (3.) ?
es, Lydia, El. '03. Teacher city schools, Corning. (1.)
uch, Annie Georgianna, El. '04. Teacher city schools, Maple Hill.
uch, Charlotte, El. '03. Teacher Bethany College, Topeka. (1.)
amrine, Edgar Harry, El. '93. Eudora. (4.)
p, Cornelius, jr., El. '04. Troy.
ter, Horace M., El. '92. County superintendent, Norton. (12.)
lver, Chester Murphy, Eng. '90, Lat. '93. Detroit, Mich. (9.)
lver, Hattie Margaret (Mrs. Tanner), El. '90. Phœnix, Ariz. (7.)
lver, John C., C. S. '83. Yates Center. (8.)
lver, Marian Allie, El. '91. Teacher high school, Phœnix, Ariz. (13)
nningham, Ella, Lat. '95. Emporia. (3.)
nningham, Horace Milton, Lat. '98, Eng.-Ger. '99. Prin. h. s., Humboldt. (6.
nningham, Maude (Mrs. H. S. Cunningham), El. '92. Buffalo, N. Y. (5.)
nningham, Nellie, El. '85, Lat. '91. Tr. industrial school, Matanzas, Cuba. (9.
nningham, Susan Jane, El. '02. Teacher city schools, Ottawa. (2.)
rry, Mame, El. '04. Principal high school, McPherson.
niel, Edna Maud (Mrs. Stanley Walbert), El. '97. Columbus. (5.)
niel, Fama W. (Mrs. H. F. Turner), El. '03. Hoxie. (1.)
niel, Orphia, El. '01, Lat. '02. Teacher, Hartford. (3.)
niels, L. C. (Mrs. Crippen), '72. Winfield.
niels, Wm. Henry, '99, Lat. '01. Teacher high school, Arkansas City. (3.
rnell, Callie, Lat. '86. Teacher Indian school, Riverside, Cal. (17.)
rrough, Abbie, El. '94. Principal school, South Mound.
vidson, Effie B., El. '04. Teacher city schools, Chanute.
vidson, Robert L., '94, Lat. '95. Superintendent, Dickinson, N. Dak. (10.
vidson, Wm. Mehard, El. '86. Superintendent, Omaha, Neb. (16.)
vies, John, El. '03. Student K. U. (1.)
vies, Sophia, El. '02. Teacher, Lebo. (2.)
vis, Althea (Mrs. Isles), '75. Washington, D. C. ?
vis, Anna (Mrs. Davies), El. '79. San Jose, Cal. (1.) ?
vis, Arthur P., El. '82. Washington, D. C.
vis, Buel T., El. '76. Oshkosh, Wis. (25.)
vis, Charles S., El. '97. Washington, D. C. (3.)
vis, Clara (Mrs. Hargraves), '73. Deceased.
vis, Emma K. (Mrs. Pierce), El. E. '81. Leadville, Colo. (2.) ?
vis, Harry Jefferson, El. '04. Student K. S. N.
vis, John L., Eng. '92. Teacher normal school, Alva, Okla. (12)
vis, Julia Ethel, El. '98. Teacher city schools, Emporia. (6.)
vis, Kary Cadmus, Eng. '92. Prin. industrial school, Menomonie, Wis. (12.)
vis, Lida, (Mrs. Barney), El. '83. Kirkwood, Mo. (4.)
vis, Margaret M. (Mrs. *Wells), El.* '76. Arkansas City. (6.)
vis, Minnie May, El. '02. Teacher city schools, Medora. (2.)

Davis, Obed S., El. '00. Superintendent, Palisade, Colo. (4.)
Davis, Roxanna, El. '76. Died 1904. 4.)
Davis, Samuel H., '72. Hesper. (13.)
Davis, Smith M., C. S. '82. Died 1890. (5.)
Dean, George Adams, Eng. '98. Teacher K. S. A. C. (6)
Deasy, Nell Elizabeth, El, '02. Teacher city schools, Ottawa. (2.)
DeBaun, J. Cecil (Mrs. Logan), El. '97. Agricultural College, Miss. (1.)
DeBaun, Lois, El. '03. Teacher city schools, Emporia. (1.)
DeCamp, Maude Alice, '93, Eng. '94. Student K. S. N. (2.)
DeCou, Nellie Maud, Lat. '93. Teacher normal school, Alva, Okla. (11.)
DeLapp, Ethelene, El. '04. Cherokee,
Dennis, Mrs. Hattie E., El. '85. Lawrence. (11.)
Deputy, Lou, El. '02. Teacher, Randolph. (2.)
Deputy, Mary Lee, Lat. '04. Teacher city schools, Allisonville, Ind.
Detamore, Thomas P., '98. Oklahoma City, Okla. (4.)
DeTurk, Katie E., El. '93. Teacher city schools, Wellington. (11.)
DeVault, Nellie, El. '98. Teacher city schools, Kansas City. (6.)
Dexter, Minnie Etta, El. '04. Teacher city schools, Sabetha.
Dial, Lillie C. (Mrs. A. G. Falin), El. '98. Teacher, Cleburne. (6.)
Dickerson, Mary L. (Mrs. L. F. Keller), '74. Marion. (4.)
Dickey, Audrey Mearl, El. '00. Teacher city schools, Emporia. (3.)
Dickey, Blanche Victoria (Mrs. Willis Cameron), El. '99. Kansas City, Mo. (3.)
Dickson, Alma Teresa (Mrs. Trumbull Backus), El. '96. Kansas City. (3.)
Dickson, James, El. '97, Lat. '99. Auburn. (7.)
Dickson, Lucy E., El. '93. Teacher city schools, Los Angeles, Cal. (3.)
Diehl, Minnie Grace, El. '04. Louisburg.
Dillon, Mollie, El. '04. Teacher city schools, Neodesha.
Dils, Margaret E. (Mrs. Sugar), El. '00. Parsons. (2.)
Dixon, Asenath E. (Mrs. A. H. Knox), El. E. '80. Hymer. (11.)
Dixon, Lavina Cecilia (Mrs. Thomas Edgerton), El. '00. Russell. (2.)
Docking, Alfred, El. '85, Lat. '86. Manhattan. (11.)
Dody, Jessie Christena (Mrs. Sumner), El. '03. Marion. (1.)
Doerle, Louise A., El. '93. Teacher high school, Peabody. (11.)
Dolphin, Mamie E., C. S. '83. Student Columbia Univ., New York. (20.)
Donica, Delila S., El. '93, Eng. '02. Kincaid. (10.)
Donica, Lovonia Myrtle, Lat. and Eng. Ger. '03. Pr. high sch., Herington. (1.)
Donica, Mary M., El. '93. Indian school, Poplar, Mont. (10.)
Doughty, Cora M. (Mrs. Frank Ayers), 'El. '02. Kirksville, Mo. (1.)
Doughty, Mabel E. (Mrs. C. H. Getchell), El. '94. Republican City, Neb. (7.)
Drake, Bertha Mae (Mrs. S. A. Scott), El. '90. Topeka. (2.)
Dresser, Minnie G., El. '95. Teacher city schools, Kansas City. (9.)
Drew, Clara M., El. '04. Teacher city schools, Iola.
Drury, Ellen (Mrs. L. E. Cannady), C. S. '83. Emporia. (2.) ?
Dubach, U. Grant, El. '04. Principal schools, Richmond.
Duckworth, Horatio C., El. '04. Principal ward, Newton.
Dudley, Lillian M., El. '82. Teacher K. S. N. (22.)
Duff, Bessie C., El. '01. Teacher Cooper College, Sterling. (3.)
Duff, Kate V. (Mrs. Kinney), El. '86. Teacher city schools, Dearborn, Mo. (6.)
Duffield, Hattie (Mrs. Ritchey), C. S. '83. Heppner, Ore. (4.)
Dumond, Edward J., Lat. '97. Teacher, Speareville. (6.)
Dunaway, Helen L., El. '04. Teacher city schools, Independence.
Dunbar, James Allen, El. '98. Principal union graded school, Galena. (6.)

Dunbar, Wm. L., '98, Eng. '00. Principal high school, Harper. (6.)
Duncan, Lew W., El. '86. Iola. (5.)
Dunlap, Emma May, El. '02. Howard. (2.)
Dunlap, Ina, El. '03. Teacher city schools, Enterprise. (1.)
Dunlap, Mary E. (Mrs. Harmon Allen), El. '95, Lat. '98. Mound City. (4.)
Dunn, Sarah Sibyl, '96, Lat. '98. Teacher high school, Oklahoma City, Okla. (8.)
Durean, Mary L. (Mrs. Bolwine), '70. Newark, Ohio. (1.)
Durham, Hugh, El. '01, Lat. '02. County superintendent, Mankato. (3.)
Dyche, Bertha B. (Mrs. Brown), Ad. E. '81. ———, N. M. (7.)
Dyche, Lewis Lindsay, El. '77. Teacher K. U., Lawrence. (20.)
Dyer, Mary E., El. '95. Teacher, Burden. (9.)
Eastman, Oscar F., Lat. '03. Principal high school, Holton. (1.)
Ebey, Carrie S., C. S. '82. Died 1892. (4.)
Ebright, Carrie, El. '04. Teacher city schools, Holton.
Ecke, Oscar C., El. '95. Superintendent, Columbus. (9.)
Eckert, David A., Lat. '87. Superintendent schools, Santa Monica, Cal. (17.)
Eddy, Lulu, El. '03. Teacher city schools, Alva, Okla. (1.)
Edenborg, Alida, Eng. '02. Teacher city schools, Lindsborg. (2.)
Edgerton, Thomas A., El. '98. Principal, Russell. (6.)
Edgerton, Wm. M., El. '94, Lat. '95. Dwight. (4.)
Edie, Katie Ella, El. '02. Principal, Lebo. (2.)
Edwards, Laura Mae (Mrs. Rankin), Lat. '98. Billings, Mont. (4.)
Edwards, Marshall F., '93. Stillwater, Okla.
Edwards, Nellie A. (Mrs. McCandless), El. '85. Died 1889. (1.)
Eggleston, Frank Dunn, El. '93, Lat. '95. Kingman. (1.)
Ela, Mary E. (Mrs. Howell), '68. Died 1888. (3.)
Elder, Anna, El. '92. Teacher, Oakland, Cal. (12.)
Elder, Edith Winona, El. '01. Ward principal, Rosedale. (3.)
Elder, Serena E. (Mrs. Dorland), El. '92. Yreka, Cal. (12.)
Elias, Edward, '97. Student University of Chicago. (7.)
Elkins, Bertha L. (Mrs. M. C. Sargent), El. '96. Riley. (1.)
Elledge, Charles, El. '95. Rosedale. (2.)
Elliott, Ella Etta (Mrs. Kerr), El. '94. Arkansas City. (6.)
Elliott, Elzy Allen, El. '94. Dunlap.
Elliott, Hiram W., El. '95. Principal business college, Chanute. (9.) ?
Ellis, Cora, El. '97. Teacher city schools, Argentine. (6.)
Ellis, Cora May (Mrs. J. A. Middlekauff), El. '99. Argentine. (4.)
Ellis, Leander D., '93. Superintendent schools, Lincoln, Ill. (11.)
Ellis, Lorena (Mrs. L. L. McShane), El. '92. Olathe. (11.)
Ellis, Myrtle (Mrs. W. C. Chaney), El. '96. Independence. (6.)
Ellis, Sarah Ann, El. '92. Teacher normal school, Silver City, N. M. (12.)
Ellsworth, Frank Adelbert, '98, Eng. '99, Lat. '00. Tulare, Cal. (4.)
Elwood, Laura, El. '00. Teacher city schools, Newton. (4.)
Emerson, Harvey James, El. '95. Ward principal, Kansas City. (9.)
Emerson, Mary Belle (Mrs. G. W. Weaver), El. '95. Zenda, Okla. (4.)
Emery, Esther E., '01. Student music, Chicago, Ill. (1.)
Enderton, Josie A. (Mrs. W. A. Johnson), El. '96. Kansas City, Mo. (4.
Enfield, Grace M. (Mrs. T. M. Wood), Lat. '00. Student K. S. A. C. (2.)
Enfield, Wm. L., '00, Lat. '02. Teacher high school, Wichita. (4.)
Engle, Alice, El. '03. Emporia. (1.)
English, Carlos C., *El. '02. Cimarron.* (2.)
Enloe, Enoch Licurgus, El. '91. Trinidad, Colo. (10.)

Ensworth, Mary R., El. '02. Teacher city schools, Kansas City. (2.)
Epperson, Arthur H., El. '93, Lat. '94. Hutchinson. (7.)
Ericson, Anna M., El. '01. Teacher city schools, Springhill. (3.)
Ericson, Ida May (Mrs. W. W. Wood), El. '00. Wetmore. (2.)
Esdon, Margaret E. (Mrs. E. L. Thorpe), El. E. '81. Brooklyn, N. Y. (1.) ?
Essick, Hattie, El. '04. Teacher city schools, Burlington.
Estes, Oda B., El. '95. Principal, Burden. (9.)
Estes, Ollie May (Mrs. F. E. Root), El. '96. Eagle.
Etrick, Amalia A., El. '91, Lat. '95. Student Nor. Sch., Weatherford, Okla. (9.)
Evans, Alice L. (Mrs. Hall), El. '89. McPherson. (5.)
Evans, Amanda, Lat. '01. Teacher city schools, Colorado Springs, Colo. (3.)
Evans, Ernest S., Lat. '95. Garrett, Okla. (5.)
Evans, Frances Grace, El. '97. Teacher city schools, Emporia. (7)
Evans, Jephtha W., Eng. '97. Council Grove. (4.)
Evans, Nathaniel P., '98, Eng. '02. Died 1902. (2.)
Evans, Ola Maude (Mrs. F. H. Betton), El. '98. Kansas City, Mo. (4.)
Evans, Pearley Ida, El. '00. Teacher city schools Ballard, Wash. (3)
Ewart, Henry H., El. '79. Prin. Ed. Institute, Gretna, Manitoba. (25).
Ewing, Anna Clara, El. '04. Teacher city schools, Parsons.
Ewing, Clara V., El. '02, Lat. '03. Teacher mission school, Atoka, I. T. (2.)
Fain, S. Myrtle, El. '01. Teacher city schools, Freeport. (2.)
Farmer, Geo. H. C., El. '04. Principal schools, Preston.
Farnsworth, Jennie Augusta, El. '04. Teacher city schools, Topeka.
Farwell, Edwin Roy, El. '98. McCracken. (3.)
Featherngill, Arnaldo P., El. '98. Independence. (5.)
Fell, Rosa, El. '03. Teacher city schools, Robinson. (1.)
Felter, Elmina Ann, El. '01. Emporia. (3.)
Felter, Harry W., El. '00, Lat. '01. Emporia. (4.)
Fent, Ernest W., El. '04. Principal city schools, Le Roy.
Ferguson, Carrie, El. '88. Teacher city schools, Pittman, Fla. (15.) ?
Ferguson, Daisy D., El. '89. Teacher normal school, Weatherford, Okla. (15.)
Ferguson, Lu Etta, El. '92. Teacher city schools, Emporia. (12.)
Fessenden, Ersel Miles, El. '04. Emporia.
Fiddock, Mary Alice, El. '00, Lat. '02. Abilene. (3.)
Findley, Edna (Mrs. D. R. Read), El. '01. Iowa City, La. (2.)
Finlayson, Elizabeth, Lat. '04. Tr. dom. sci., Christ hospital, Topeka.
Finley, Emma, El. '99. Teacher city schools, Ramona, Cal. (5.)
Finley, Laura Joquette, Lat. '97. Pittsburg. (7.)
Finley, Maynard A., '94. Cherryvale. (3.)
Finney, May E., Lat. '93. Teacher missionary school, Iqueque, Chile. (9) ?
Fisher, DeWitt C., El. '01. Teacher Jolo Street school, Manila, P. I. (3.)
Fisher, Edgar J., '02. Teacher, Cedarvale. (2.)
Fisher, Kate (Mrs. Kittell), El. '91. McPherson. (3.)
Fisher, Kittie M. (Mrs. C. G. Brethouwer), El. '88. Lenora. (15.)
Fitch, Laura M., El. '97. Teacher city schools, Kansas City. (7.)
Fitzgerald, Nettie F., El. '92. Teacher city schools, Kansas City. (12.)
Flinn, Gertrude, El. '04. Teacher city schools, La Cygne.
Fluker, Effie M., El. '97. Student Oread Institute, Worcester, Mass. (3.)
Fogleman, S. L., El. '92. Teacher, Parsons. (12.) ?
Foley, Louise, El. '04. Teacher city schools, Atchison.
Ford, Henry C., El. E. '80, Ad. E. '81. Lawrence. (19.)
Forde, Jessie L., Lat. '96. Teacher city schools, Emporia. (7.)

'orth, Mary E., El. '03. Teacher city schools, Satsop, Wash. (1.)
'oedick, A. M., El. '95, Eng. '96. Supervising prin., Los Angeles, Cal. (9.)
'oster, Annette, El. '00, Eng. '01. Assistant principal, Hays. (4.)
'oulke, Mary E., El. '95. Denver. (6.)
'oulks, Nellie F. (Mrs. H. F. Mitchell), El. '97. Hoisington. (4.)
Fowler, Charles S., El. '92. Emporia. (6.)
'ox, Mabel E., El. '03. Teacher city schools, Larned. (1.)
'rancis, Etta L., El. '02. Principal schools, Chelan, Wash. (2.)
'rancisco, B. Alice, El. '02. Teacher county high school, Altamont. (2.)
Frankenberger, Mrs. Addie E., El. '00. Garnett.
'razer, Leila, Lat. '01. Teacher city schools, Colony. (3.) ?
Frazier, Elizabeth (Mrs. Edwin R. Ridgely), El. '93. Mulberry. (7.)
'razier, John, El. '89. Durango, Colo. (10.)
Frazier, L. Ella (Mrs. Kinsey), El. '87. Kingman. (5.)
Frazier, Ormsby M., El. '95. Died 1900. (4.)
'reas, Thomas B., Lat. '92. Chicago, Ill. (11.)
'ree, Ethel G., El. '04. Teacher city schools, Iola.
Freeman, Clarence E., Eng. '90. Teacher Armour Institute, Chicago, Ill. (13.) ?
Freeman, Ernest H., Eng. '97. Teacher Armour Institute, Chicago, Ill. (7.) ?
Frith, Alice G., El. '04. Teacher city schools, Horton.
Frogge, Charles Houston, El. '04. Teacher county high school, Cherokee.
Frost, John, Eng. '96. Schroyer. (3)
Fuller, Chloe (Mrs. Daniel Cotter), El. '03. Oklahoma City, Okla.
Funk, Lowell, El. '04. Kelly.
Funkhouser, Nellie L., El. '00. Principal, St. John. (4)
Fuson, Chester, Lat. '03. Student College of Emporia, Emporia. (1.)
Fuson, Flora A. (Mrs. H. O. Burkwall), El '95. Tr. mis. sch., Seoul, Korea. (9.)
Gallagher, Geo. B., El. E. '81, Eng. '83. Topeka. (7.)
Gallagher, Theodore S., Eng. '82. Teacher high school, Emporia. (21.)
Galle, Peter J., El. '83. McPherson. (7.)
Ganoung, Edwin G., El. '99, Lat. '02. Superintendent, Cawker. (5.)
Gantz, William O., El. '91. New York. (3.)
Gardner, Laura E. (Mrs. John Linn), El. '98. Scranton. (6.)
Garretson, Aletta M., El. '04. Teacher city schools, Meriden.
Garrett, Sadie, El. '01. Teacher city schools, Topeka. (3.)
Gasaway, Cecelia (Mrs. B. F. Martin), El. '02. Cottonwood Falls. (1.)
Gasaway, Sue Esther, El. '04. Teacher city schools, Independence.
Gasche, Carrie B. (Mrs, Robt. O. Gardner), El. '98. Hartford. (4.)
Gates, Hattie E., El. '04. Teacher city schools, Glen Elder.
Gause, Helena (Mrs. W. D. Thomas), El. '83. Fort Worth, Tex. (7.)
Gause, Ida May (Mrs. J. W. Gordon), El. '89. Emporia. (8.)
Gaw, Emma Belle (Mrs. Chas. Greever), El. '92. Leavenworth. (11.) ?
Gebhardt, Emma (Mrs. Miller), El. '88. Seattle, Wash. (7.)
Geiman, Ella Lee (Mrs. C. C. Towner), El. '94. Died 1896. (1.)
Gentry, Sarah (Mrs. Martin), El. '82. Teacher kindergarten, Marion. (21.)
George, Alfred, El. '96, Eng. '98. Principal Fiske school, Kansas City. (7.)
George, Emma C. (Mrs. Greer), C. S. '82. Kansas City, Mo. (5.)
George, Mary Etta, El. '97. Teacher city schools, Melvern. (6.)
Gerardy, Herman Henry, El. '96. Principal, Smith Center. (8.)
Gerhardt, Katherine (Mrs. D. E. Conner), C. S. '83. Teacher, Burns.
Gernon, Anna, El. '04. Russell.

Gerteis, Bertha, El. '04. Teacher, Derby.
Gibson, Allice (Mrs. John Sims), El. '88. Americus. (7.)
Gibson, Charles E., El. E. '81. Rockford, Wash. (2.)
Gibson, John Harvey, Lat. '02. Principal, Oskaloosa. (2.)
Gifford, L. E., El. '01. Student Gem City Business College, Quincy, Ill. (3)
Gift, Elmer Birdell, '00, Lat. '02. Superintendent, Valley Falls. (4.)
Gillespie, Jennie Belle (Mrs. A. G. Owings), El. '99. Le Roy. (1.)
Gillett, Anna Bell, El. '93. Student, Lookeba, Okla. (10.)
Gillett, Nina Dean, El. '99. Teacher city schools, Topeka. (4.)
Gilman, Hattie Grace (Mrs. Crawford), El. '92. Leavenworth. (3)
Gipe, George E., El. '83. St. Louis, Mo. (5.)
Glendenning, Helen (Mrs. A. E. Smolt), El. '96. Newton. (1.)
Glenn, Mamie, El. '95. Teacher city schools, Kansas City. (9.)
Glossop, Emma Ellen, Eng. '95. Leavenworth. (4.)
Goddard, Annie, El. '04. Teacher city schools, Frankfort.
Goddard, Carrie, '75. Principal ward school, Topeka. (28.)
Goddard, Geneva, El. '02. Teacher, Valley Falls. (2.)
Goddard, Kate, El. '01. Teacher, Dunavant. (1.)
Goddard, Mary, El. '01. Dunavant.
Goff, Carol (Mrs. Edward C. Palmer), El. '87. Seattle, Wash. (16.)
Golden, Hattie Mabel, El. '02. Teacher city schools, Manhattan. (2.)
Good, Agnes Victoria (Mrs. J. H. Siebert), El. '98. Marion.
Goodman, Charles W., Lat. '91. Supt. Indian school, Phœnix, Ariz. (13.)
Goodman, Ida, El. '04. Teacher, Lyndon.
Goodman, Josephine, El. '97. Cody, Wyo. (7.)
Goodman, Minnie Mae (Mrs. Henry J. Taylor), El. '99. Wabaunsee. (3.)
Goodner, Oriole (Mrs. W. H. Hornaday), El. '95. Lawton, Okla. (3)
Goodrich, A. C., El. '77. Guthrie, Okla. (3.)
Goodrich, Amelia (Mrs. Stenhouse), '75. Chicago.
Goodrich, Amy A. (Mrs. Bigler), C. S. '82. Deceased. (6.)
Goodwin, Sadie (Mrs. Lowry), El. '97. Teacher state normal, Indiana, Pa. (7.)
Gordon, Alice A. (Mrs. DeKalb), El. '76. Topeka. (17.)
Gordon, Emma (Mrs. Badger), El. '76. Mulvane. (1.)
Gordon, Arvilla Blanche, El. '04. Chanute.
Gordon, Frank Elwood, El. '92. Principal schools, Leoti. (6.)
Gordon, Joseph Wesley, El. '89. Died 1903. (14.)
Gordon, Laura, Adv. '76. Eureka. (3.)
Gordon, Mary Arabella, El. '98. Germantown. (1.)
Gordon, Mary India, El. '03. Teacher city schools, Americus. (1.)
Gorow, George Franklin, Lat. '97. Topeka. (6.)
Gould, Elsie Elizabeth, El. '94. City schools, Plainfield, N. J. (9.)
Gould, Julia Maude, El. '03. Teacher city schools, Eureka. (1.)
Gould, Mary Margaret (Mrs. Grant Van Hoose), El. '96. Gunnison, Colo. ?
Graham, Adda May, El. '97. Teacher city schools, Kansas City. (7.)
Graham, Agnes E., El. '97. Principal high school, Mankato. (7.)
Graham, Eliza Jane (Mrs. W. M. Edgerton), El. '95. Dwight. (5.)
Graham, Lola, El. '00. Principal Lowman Hill school, Topeka. (4.)
Grant, Aaron George, '94. Principal, Shullsburg, Wis. (10.)
Grant, Elsie Mabel, El. '03. Teacher city schools, Jewell. (1.)
Grant, Grace Fannie, El. '90. Teacher high school, Spokane, Wash. (14.)
Grant, Mabel, C. S. '82. Emporia. (6.)
Grant, Malvina Gertrude (Mrs. C. G. Shawen), El. '91, Pomeroy, Wash. (12.)

Grant, Martha L. (Mrs. Headington), El. '83. Co. supt., Moscow, Idaho. (20.)
Grant, Ralph Rawle, El. '00. Teacher Lyceum, San Francisco, Cal. (4.)
Graves, Hugh C., Lat. '04. Principal schools, Colville, Wash.
Gray, James Floyd, El. '99. Phillipsburg. (2.)
Gray, Lee M., El. '86. Hennessey, Okla. (3.)
Green, Fannie Sharline, El. '02. Teacher city schools, Topeka. (2.)
Green, Jesse Hiram, El. '01. City of Mexico. (1.)
Green, Minnie C., El. '96. Teacher county high school, Effingham. (8.)
Greenlee, Jennie C., El. '93. Teacher city schools, Argentine. (11.)
Greer, Anna L., El. E. '81. Kansas City, Mo. (4.)
Greider, William H., El. '93, Lat. '98. Teacher high school, Topeka. (11.)
Gridley, Ansel, '74, Adv. '76. Died 1904. (22.)
Gridley, Emma L., El. '88. Teacher K. S. N. (16.)
Gridley, Hugh Boardman, El. '93. Kansas City. (3.)
Griest, Florence (Mrs. C. S. Mark), El. '93. Teacher, San Bernardino, Cal. (8.)
Griffee, Leroy D., El. '04. Principal schools, Almena.
Griffee, Mrs. Lucy Williamson, El. '04. Almena.
Griffith, Susan Marilla, El. '90. Teacher city schools, Marshall, Tex. (13.)
Griswold, Edgar George, El. '94, Lat. '98. Principal, Phœnix, Ariz. (10.) ?
Griswold, Hubert C., El. '98. Teacher, San Bernardino, Cal. (6.)
Grosser, Emily, El. '03. Teacher Western Branch Normal, Hays. (1.)
Grosser, Martha Elizabeth (Mrs. Arthur Martin), El. '99. Marion. (5.)
Grosser, Mary, El. '99. Teacher Washington school, Kansas City, Mo. (5.)
Grove, Bennett, El. '94. Principal high school, Cherryvale. (10.)
Grover, Cyril Eugene, El. '01. Walnut. (2.)
Grubbs, Ora F., '02. Ward principal, Abilene. (2.)
Gruwell, Francis W., El. '04. Principal schools, Oakley.
Gunkel, Eva Arena (Mrs. J. C. Ames), El. '96. Summit. (6.)
Guthridge, Anna Louise (Mrs. J. P. McCoy), El. '02. Randolph. (2.)
Hackney, Ernest Clarence, El. '02. Teacher Reformatory, Hutchinson. (2.)
Hadley, Alice (Mrs. Pringle), El. '85. Eskridge. (5.)
Hagaman, Edith Pearl, El. '02. Teacher, Toll House, Cal. (2.)
Haggard, Henry, '74. Excelsior, Minn. (20.)
Haggerty, Burt W., El. '04. General office assistant, K. S. N.
Haight, Edith, El. '04. Teacher city schools, McPherson.
Hail, Edith G., El. '04. Teacher city schools, Almena.
Haines, Alta May, El. '00. Teacher music, Edwardsville. (4.)
Hall, Anna Carolyn, El. '98. Reading. (5.)
Hall, Lathrop James, '92. Superintendent, Clay Center. (12.)
Hall, William Bastow, El. '91, Lat. '98. Superintendent, Abilene. (13.)
Hambleton, Charles Samuel, '94, Lat. '95. Principal, White Cloud. (9.)
Hamilton, Bertha, Lat. '01. Teacher city schools, Emporia. (3.)
Hamilton, Maud, Lat. '96. Teacher K. S. N. (8.)
Hamm, David, El. '97. Rocky Ford, Colo. (3.)
Hamm, John C., El. '82. Evanston, Wyo. (11.)
Hancock, Ella May, El. '94. Teacher city schools, Emporia. (10.)
Hancock, Pearl Mary (Mrs. M. A. Finley), El. '94. Cherryvale. (4.)
Hand, Eddie T., El. '87. Eckert, Colo. (8.) ?
Hand, Lillie Marian, El. '99. Ward principal, Blackwell, Okla. (5.)
Haney, Edward, El. '04. Principal schools, Fontana.
Haney, John, El. '02. Principal, Lebanon. (2.)
Hanna, *Ida E., El. '01. Teacher*, Waverly. (3.) ?

Hanna, Thomas Bertram, Lat. '92. Chicago, Ill. (10.) ?
Hannum, Alice (Mrs. C. L. Taylor), El. '96. Washington. (2.)
Hanson, Carl Emil, Lat. '02. New Haven, Conn. (1.) ?
Harbord, Katherine Gault (Mrs. Wm. DeBaun), El. '94. Bushong. (1.)
Harbord, Martha, El. '03. Teacher city schools, Albuquerque, N. M. (1.)
Harder, George Elmer, El. '04. Zenda.
Hardin, Sebastian C., C. S. '82. Neosho Falls. (7.)
Harding, Ellsworth Henry, El. '97. Altoona. (7.) ?
Harding, Ethel, El. '01. Teacher state school for blind, Salem, Ore. (3.)
Hardy, Linda, El. '94. Topeka. (5.)
Hardy, Trina Marie, El. '98. Teacher city schools, Butte, Mont. (6.)
Harkness, Edwin K., El. '03. Principal, Laporte, Tex. (1.)
Harley, Florence, El. '98. Teacher city schools, Circleville. (6.) ?
Harman, Colfax Burgoyne, El. '94. Oskaloosa.
Harman, Mary Frances, El. '92. Teacher high school, Kansas City. (11.)
Harmon, Oscar Guy, El. '92. White City. (3.)
Harner, J. N., Eng. '95. Died 1897. (2.)
Harner, Marshall William, El. '98. Student medicine, Chicago, Ill. (6.)
Harrin, Frank H., El. '03. County superintendent, Mound City. (1.)
Harris, Achsah May, El. '86. Teacher K. S. N. (18.)
Harris, Eusebia Maude, El. '03. Teacher city schools, Ellis. (1.)
Harris, Fred., El. '04. Principal high school, Ponca, Okla.
Harris, Laura Belle (Mrs. D. A. Stahl), El. '89. Americus. (10)
Harris, Lucy, El. '04. Teacher city schools, Riley.
Harrison, C. Bessie, El. '02. Teacher city schools, Lincolnville. (2.)
Harrison, William Henry, C. S. '83. Topeka. (2.)
Harry, Clara A. (Mrs. Townsend), El. '88. Joplin, Mo. (5.)
Hart, Luther Louis, El. '98. Bonner Springs. (4.)
Hart, Mrs. Mina Cook, Lat. '01. Teacher high school, Charles City, Iowa. (3.)
Hartley, Elizabeth Lynn, El. '99. Manhattan. (3.) ?
Hartsock, Robert E., El. '01. Student Harvard Univ. (3.)
Harvey, Anna Pearl, El. '03. Teacher city schools, Strong City. (1.)
Harvey, William West, '96. Topeka. (2.)
Hassler, Alvaretta E. (Mrs. A. J. Graham), El. E. '81. Los Angeles, Cal. (3.)
Hastings, Bertice C., Lat. '85. Principal industrial school, Butte, Mont. (18.)
Hawes, Josie May, El. '02. Ward principal, Emporia. (2.)
Hawkins, Hattie S. (Mrs. C. B. Graves), '70. Emporia. (5.)
Hawkins, Hester Delilah, El. '04. Teacher city schools, Topeka.
Hawkins, Lillian M., El. '04. Lincoln.
Haworth, Rosetta (Mrs. Fred. Roberson), Lat. '85. North Branch. (15.)
Hayes, Amy Alvira, El. '93. Died 1895. (2.)
Haynes, Ella I. (Mrs. Wallace), El. '84. Benton. (3.)
Hays, Ada Elgiva (Mrs. C. M. McConkey), El. '00. Kansas City, Mo.
Hays, Frances Seymour, El. '91. Teacher state normal, Bellingham, Wash. (13.)
Hays, Mrs. Hannah Alice, El. '98. Teacher city schools, Nortonville. (6.)
Hazelrigg, Millie, Lat. '96. Supervisor music, Topeka. (8.)
Hazen, Abraham Lincoln, El. '94. Newkirk, Okla. (5.)
Hazen, Calvin Edward, El. '95. Newkirk, Okla. (7.)
Heacock, Arnal Burtis, El. '97. Anthony. (5.)
Healy, Clara Eva, El. '99. Teacher, Concordia. (4.)
Healy. Emma S. (Mrs. H. B. Morrison), Lat. '92. Tr. city schs., McCune. (9.)
Heath, Carrie A. (Mrs. Chas. Woodley), El. '01. Scovey, Mont. (3.)

, Joanna, El. '01. Teacher city schools, Troy. (2.)
Probasco Nicholas, '98, El. '02. County superintendent, Anthony. (6.)
Gustavus A., C. S. '83. Halstead. (1.)
ora Emilie, El. '93. Teacher city schools, Emporia. (9.)
va Mary, El. '93. Teacher city schools, Burlingame. (11.)
way, Lydia, El. '03. Teacher city schools, Clyde. (1.)
, Elmer Ethridge Ellsworth, El. '90. Waitsburg, Wash. (8.)
son, Rachel H., Lat. '99. Teacher city schools, Aberdeen, S. Dak. (5.) ?
son, Robert Giles, El. '03. Principal, Chase. (1.)
son, Robert Leroy, El. '03. Emporia. (1.)
Martha Katherine, Lat. '03. Teacher high school, Wa Keeney. (1.)
Charles Cyrus, El. '98. Portales, N. M. (3.)
Emma Louise, El. '97, Eng. '00. Teacher city schools, Augusta, Okla. (7.)
, Emory Elmo, El. '99. Aline, Okla. (1.)
, Thomas Bravais, '94. Teacher county high school, Independence. (10.)
, Mary, El. '79. Ward principal, Emporia. (25.)
Pearl, El. '03. Teacher college, Chihuahua, Mexico. (1.)
d, Edna E., El. '98. Tr. state normal school, Stevens Point, Wis. (6.)
Emma, C. S. '83. Emporia. (6.)
May Farr, El. '02. Teacher city schools, Rosedale. (2.)
l, Ida May, El. '04. Teacher city schools, Anthony.
, John M., El. '01. Died 1901.
, Sallie (Mrs. E. W. Gold), C. S. '83. Butte, Mont. (4.)
s, Florence A. (Mrs. Post), El. E. '80. Thayer. (6.)
, Grace A., El. '97. Teacher state normal, Monmouth, Ore. (7.)
, Inez M., El. '94. Teacher city schools, Miles City, Mont. (10.)
, Marion V., El. '97. Florence. (5.) ?
h, Clara, El. '04. Teacher county high school, Altamont.
seph H., El. '75, Adv. '76. Teacher K. S. N. (26.)
ary, El. '97. Teacher city schools, Kansas City. (7.)
, Chas. M., El. '04. Principal schools, Parker.
Lucie A. (Mrs. Benefiel), El. '90. Eckert, Colo. (13.)
, Sadie C., El. '78. Houston, Tex. (5.)
, Sue D. (Mrs. N. M. Hayden), El. '86. Pasadena, Cal. (17.)
, Anna D., El. '95. Died 1901. (6.)
, Harriet, El. '04. Dodge City.
, Evelyn M. (Mrs. W. L. Dunbar), El. '00. Harper. (4.)
n, Ida M. (Mrs. J. A. Nicholson), El. '86, Lat. '90. Lyons. (12.)
, Ida M. (Mrs. Wetherbee), El. E. '81. Teacher city schools. Topeka. (10.)
, Morgan C., El. '79. Principal city schools, San Bernardino, Cal. (16.)
, Helen May, El. '97. Student K. U. (6.)
s, Sarah E., El. '94. Died 1896. (2.)
, Lillie May, El. '93. Died 1896. (2.)
Maude G. (Mrs. Wm. A. Brodt), El. '00. Frankfort. (3.)
n, Anna Marie, El. '04. Teacher high school, Strong City.
Ada, Lat. '90, B. P. '02. Teacher state normal, Bellingham, Wash. (9.)
Sarah L. (Mrs. Wm. E. Royster), El. '95. Chanute. (9.)
sworth, Edward M., El. '96. Principal city schs., Los Angeles, Cal. (7.)
y, Clara G., El. '02. Teacher Chelsea school, Kansas City. (2.)
y, Elma P., El. '94, Lat. '98. Teacher city schools, Kansas City. (10.)
y, Minnie Etta, El. '98. Teacher Lowell school, Kansas City. (6.)
Arminta, El. '90. Teacher city schools, Leavenworth. (14.)

Holman, Ida C., El. '92. Teacher city schools, Silverton, Colo. (2.) ?
Holmes, Lulu H., El. '83, Adv. '84. Died 1885. (2.)
Holmes, Sarah G. (Mrs. C. Brower), C. S. '83. Reading. (5.)
Holroyd, Ina E., Eng. '99. Teacher preparatory department K. S. A. C. (5.)
Holsinger, Mary R. (Mrs. Rose), El. '88. Kansas City.
Holthaus, Mabel Alice, El. '04. Teacher city schools, Atchison.
Holtzschue, Wilhelmina C. (Mrs. John Perry), El. '95. Rest. (4.)
Hooker, Miriam H., El. '02. Teacher city schools, Chanute. (2.)
Hooper, Gladys, El. '01. Teacher city schools, Atchison. (3.)
Hoover, Jessie May, El. '98. Student K. S. A. C., Manhattan. (6.)
Hoover, Sherman, C. S. '83. Lynden, Wash. (4.)
Hopkins, Annie P., El. '04. Teacher city schools, Ellsworth.
Hopkins, Nettie L., El. '98. Died 1900. (2.)
Horn, Frederick M., El. '98. Glasco. (3.) ?
Hornaday, Edna, El. '97. Teacher city schools, Emporia. (7.)
Horner, Harriet L. (Mrs. Louthan), El. '83. Denver, Colo. (8.)
Horney, Nellie, El. '01. Principal, Coats. (3.)
Horton, Elizabeth Emma, El. '04. Teacher city schools, Eskridge.
Hosack, Thomas, El. '03. Principal Rochester school, North Topeka. (1.)
Hosford, Harriet C., El. '04. Teacher, Concordia.
Hosler, Mrs. Ida R., El. '88. Neosho Rapids. (12.)
Hothan, Mary L., El. '98. Teacher, Olivet. (6.)
House, Mabel Logan, '99. Teacher city schools, Pocatello, Idaho. (5.)
Houseworth, Lucy G., El. '01. Teacher city schools, Wellington. (3.)
Howard, Eva (Mrs. J. W. McCormick), '74. Died 1880. (6.)
Howard, Mary (Mrs. Sumner Dow), El. '79. Emporia. (2.)
Howard, Nora, El. '79. Teacher city schools, Hartford. (8.)
Howe, Emma A., El. '01. Teacher city schools, Emporia. (3.)
Howe, Myrtle Belle (Mrs. H. H. Gerardy), El. '98. Smith Center.
Howell, Ada Pearle, El. '02. Teacher city schools, Colony. (2.)
Howell, Fred N., El. '95. Superintendent, El Reno, Okla. (9.)
Howell, Grace E., El. '02. Teacher city schools, Pauline. (2.)
Howell, Jessamine K. (Mrs. J. B. Fugate), El. '87. Newton. (9.)
Howell, May Odessa, El. '02. Teacher city schools, Kelso. (2.)
Hoy, Mary, El. '04. Teacher city schools, Valley Falls.
Hubbard, Flora, El. '90. Ward principal, Galena. (13.)
Hubbard, Ruth Anna, El. '97. Teacher city schools, Syracuse. (3.)
Huffman, Leslie T., El. '01. Superintendent, Galena. (3.)
Hughes, Clara Osee (Mrs. Carman), El. '91. Phillipsburg. (6.)
Hull, Wickliffe J., Lat. '99. Sabetha. (4.)
Humes, Elwood, El. '01, Lat. '04. Tr. co. high school, Cottonwood Falls. (3.)
Humes, Maurice, El. '04. Principal schools, Elgin.
Humphrey, Adela G., El. '98. Asst. pr. Armourdale schools, Kansas City. (5.)
Humphrey, Laura Edna, El. '92. Principal, Lincoln Park, Colo. (12.)
Humphrey, Robert, '95. Chicago.
Humphrey, Sunshine, El. '03. Teacher city schools, Mound Valley. (1.)
Hungerford, Herbert B., El. '04. Principal schools, Haddam.
Hunter, Agness Belle, El. '04. Student Washburn College, Topeka.
Hunter, Mary F. (Mrs. E. D. Brookman), El. '82. Vermillion, S. Dak. (7.)
Huston, Mrs. Emma G., El. '04. Teacher, Goffs.
Hutchason, Mary, El. '86. Died 1890. (4.)
Hutchings, Charles William, El. '90. San Antonio, Tex.

inson, Luella R., El. '98. Teacher high school, El Dorado. (6.) ?
Mary E., El. '04. Teacher Starritt school for girls, Chicago.
s, Jennie M., El. '04. Principal high school, Sterling.
lma L., El. '99. Downs. (5.)
harles D., '00. Student K. U. (3.)
ulda, El. '04. Teacher high school, Wetmore.
alter, Lat. '04. Teacher government school, P. I.
thel Stoughton, El. '97. Vermillion. (4.)
s, Wm. D., El. '85. Burlingame. (2.)
y, Lizzie, El. '76. ———, N. M.
tt, Ulrich, El. '96. Seattle, Wash. (3.)
Almeda (Mrs. Chas. Bauerhaus), El. '93. Colwich. (6.)
nez, El. '89, Lat. '90. Music teacher, Lyons. (15.)
s, Edith S. (Mrs. C. E. McGinnis), El. '00. Lawrence. (2.)
s, Jas. L., El. '97. Troy. (5.)
Ethel M. (Mrs. Lowe), El. '92. McPherson. (1.)
nes, Metta G., El. '00. Nortonville. (3.)
on, Anna F., El. '01. Teacher city schools, Honolulu, H. I. (3.)
on, Bertha J., '99, Lat. '02. Teacher city schools, Geneseo. (5.)
on, Chas. E., El. '91, Eng. '93, Lat. '95, B.P. '98. Tr. co. h. s., Wellington. (13.)
on, Elizabeth, El. '96. Teacher city schools, Emporia. (7.)
on, Emma, El. '99. Principal, Belpre. (5.) ?
on, Emma Alice, El. '97. Teacher city schools, Osborne. (7.)
on, Grace, El. '95. Teacher, Emporia. (8.)
on, Hattie M., El. '02. Student K. S. N. (2.)
on, Lulu, El. '94, Eng. '95. Teacher, Emporia. (8.)
on, Mrs. Jessie M., El. '99. Wellington.
on, Ora Anna (Mrs. J. D. Doyle), El. '89. Clinton, Ind. (12.)
on, Rosa May, El. '92, Eng. '93. Teacher city schools, Clinton, Ind. (12.)
ton, Alice R. (Mrs. Irving Morse), El. '94. Died 1897. (3.)
on, Ida F., El. '94. Teacher high school, Hutchinson. (10.)
ton, Junia (Mrs. H. L. McMurray), El. '92. Burning Springs, Ky. (2.) ?
one, George Ira, El. '02. Superintendent schools, Winchester. (2.)
Albert J., El. '82, Eng. '86. Yates Center. (4.)
Anna M., El. '95. Teacher city schools, Peabody. (9.)
Bernice E., El. '01. Student K. U. (3.)
Catherine E., El. '94. Teacher, Tonganoxie. (2.) ?
Charles Walter, '98. Ardmore, I. T.
Elizabeth A. (Mrs. D. H. Stone), C. S. '82. Emporia. (1.)
Elizabeth Margaret, El. '98. Teacher city schools, Smith Center. (6.) ?
Emma Candace (Mrs. George F. Dillon), El. '97. McLouth. (1.)
Eva L. (Mrs. Harned), C. S. '83. Girard. (2.)
Humphrey William, Eng. '89. Principal Branner school, Topeka. (14.)
Ida Lillian, El. '90. Died 1890.
John Edward, El. '96. Carson City, Nev. (6.)
Lena (Mrs. Griffiths), El. '94. Oberlin, Ohio. (2.)
Margaret, El. '02. Teacher, Emporia. (2.)
Maude Augusta, El. '93. Teacher suburban school, Denver, Colo. (11.)
Mrs. Minnie B., El. '87. Teacher city schools, Yates Center. (17.) ?
Myrtle (Mrs. Guild), El. '84, Eng. '88. Sterling. (5.)
Nannie Catherine (Mrs. A. M. Thoroman), '99. Council Grove. (1.)
Pamelia Pearl, Lat. '02. Univ. of Chicago. (2.) ?

Jones, Rosa May (Mrs. Hibbard), El. '90, Emporia. (6.)
Joseph, Anna, El. '01. Student K. U. (3.)
Joseph, Florence Lee (Mrs. W. C. Baum), El. '00. Whitewater.
Judd, Alfreda, El. '87. Died 1903. (15.)
Judd, Etta, El. '87. Teacher city schools, Chicago. (17.)
Kaiser, Arthur A., El. '04. Principal schools, Dayton, N. M.
Kane, John Henry, '96. Kansas City, Mo. (4.)
Kannard, Andrew M., El. '86. Superintendent schools, La Harpe. (16.)
Kassebaum, Emma, El. '03. Student, Ann Arbor, Mich. (1.)
Kauffman, Emanuel, El. '85. Hardy, Neb. (2.)
Keath, Birnie Ashton, Lat. '03. Ashland. (1.)
Kell, Birdie Grace, El. '04. Teacher city schools, Dighton.
Keller, Anna, El. '01. Teacher State Normal, Hays. (3.)
Keller, William Heber, '97, Lat. '98. Superintendent, Hays. (7.)
Kelly, Charles, El. '04. Principal schools, Kirwin.
Kelly, Elizabeth G. (Mrs. O. H. Bevis), El. '88. Winfield. (3.)
Kelly, Ella S. (Mrs. G. G. Burton), El. '85. Topeka. (4.)
Kelly, Thomas White, El. '93. Principal, Cody, Wyo. (11.)
Kelsey, Joseph L., El. '01. Tonganoxie. (2.)
Kelson, Carrie Lurena (Mrs. W. L. Maust), El. '98. Scott. (3.)
Kemp, M. Lucretia (Mrs. John C. Stone), El. '02. Emporia. (1.)
Kendall, Addison, Lat. '96. Cottonwood Falls. (5.)
Kennedy, Ada, El. '04. Teacher city schools, Topeka.
Kennedy, Asa Dutton, Lat. '90. Lawrence. (5.)
Kennedy, Guy L., '74. South Haven, Mich.
Kennett, Maude Estella (Mrs. H. A. Darnall), Eng. '97. Portland, Ore. (3.)
Kenny, Ada Josephine, El. '02. Scammon. (2.)
Kent, Cornelius Albert, El. '95, Eng. '99. Beloit. (7.)
Kent, Harry Llewllyn, Lat. '04. Teacher State Normal School, Hays.
Kenwell, Joseph C., El. '91, Eng. '95. Principal, Arvada, Colo. (13.)
Kenyon, Elfrieda G., El. '04. Teacher city schools, Macksville.
Kenyon, Helen Delphine, El. '02. Teacher city schools, Clyde. (2.)
Kepple, Dessa Alfaretta, El. '03. Teacher city schools, La Cygne. (1.)
Keys, Stella, El. '96. Teacher city schools, Los Angeles, Cal. (8.)
Kiger, Charles Roy, El. '00. Principal ward school, Albuquerque, N. M. (3)
Kimball, Bessie Grace (Mrs. D. C. McKinlay), El. '99. Oxford. (4.)
Kimble, Clara, El. '96. Kansas City, Mo. (5.)
King, Clyde L., Lat. '04. Principal schools, Mound City.
King, Grace Adaline (Mrs. McGuire), El. '93. Lawton, Okla. (8.)
King, Julia Belle, El. '90. Winfield. (11.) ?
King, Maggie May (Mrs. Gamble), El. '89. Enid, Okla. (5.)
King, Margaret A., El. '88. Died 1889. (1.)
King, Mary Lenora, El. '91. Teacher high school, Florence, Colo. (13.)
Kinkead, George Wakeman, El. '93. Principal, Wathena. (11.)
Kirby, Clara E., El. '04. Paola.
Kirby, Eleanor R. (Mrs. Ferguson), El. '87. Los Angeles, Cal. (2.)
Kirby, Emory D., El. E. '81, Secretary college, Battle Creek, Mich. (23)
Kirby, James J., C. S. '82. Boone, Iowa. (2.)
Kirby, Lucinda (Mrs. Curtis), C. S. '88. Galesburg, Ill. (4.)
Kirby, Mrs. Amanda, C. S. '82. Teacher college, Battle Creek, Mich. (10.)
Kirchner, Mrs. Della Layman, El. '04. Arlington.
Kirk, Utie Iora, El. '93. City schools, Kansas City. (11.)

Kirkendall, Grace Marguerite (Mrs. W. R. Robbins), El. '90. Americus. (4.)
Kirker, John F., '75. Wichita. (9.)
Kirkwood, Elizabeth Timanus, Lat. '02. Student K. S. N. (2.)
Kittell, George Henry, El. '91. McPherson. (3.)
Kittlaus, Emma Louise, El. '93. Principal ward school, Leavenworth. (3.)
Kizer, Frank, Ad. E. '80. Downs. (3.)
Kleinknecht, Helen, El. '95. Student, New York city. (9.)
Kline, Charles W., El. '95, Lat. '98. Principal high school, Pittsburg. (9.)
Klock, James E., '75. Principal state normal, Plymouth, N. H. (29.)
Knappenberger, Bessie Clare, El. '01. Jewell. (2.)
Knott, Joseph I., El. '01, Lat. '03. Prin. co. high sch., Westmoreland. (3.)
Knowles, Della, El. '02. Teacher city schools, Peabody. (2.)
Knowles, Jennie M., El. '98. Teacher high school, Junction City. (5.)
Knowles, Julia Adgate, El. '90. Kansas City, Mo. (2.)
Knowles, Sarah Cecilia, El. '90. Chicago. (4.)
Knox, Florence, Lat. '01. Teacher city schools, La Junta, Colo. (3.)
Kokanour, Sadie (Mrs. Arthur F. Chase), El. '94. Gresham, Ore. (5.)
Kratochvil, Emil, El. '04. Teacher county high school, Clay Center.
Krehbiel, Christian Emmanuel, '97. Newton. (4.)
Kretsinger, William S., Lat. '96. Emporia. (2.)
Kruse, Henry O., El. '87. Student Chicago Univ. (16.)
Kugler, Carrie Ester (Mrs. E. E. Chronister), El. '02. Abilene.
Kuhn, Mary (Mrs. T. B. Freas), El. '94. Chicago, Ill. (4.)
Kyser, Willis Melvin, El. '90. Principal county high school, Altamont. (14.)
La Bar, Walter Acherson, Lat. '98. Fort Scott. (4.)
Ladd, Carrie C. (Mrs. Bitler), El. '82. Eureka.
Laird, Clarence Stanley, El. '02. Dodge City. (1.)
Lakin, James W., '96, Lat. and Eng. '98. Teacher high school, Greeley, Colo. (8.)
Landers, Harriet, El. '96, Lat. '97. Principal high school, Frankfort. (7.)
Landis, Dennis Stache, El. '94. Phœnix, Ariz. (7.)
Lane, Frank P., El. '04. Principal schools, Grenola.
Langley, Frank, Eng. '04. Teacher government school, Philippine islands.
Lanning, Ella, El. '98. Americus. ?
Lanning, Laura Leo (Mrs. Roy Rankin), El. '01. Weir.
Leaf, Grace Mildred, El. '04. Assistant librarian K. S. N.
Learned, Mrs. Carrie Wright, El. '04. Starkville, Colo.
Learned, Elmer Ellsworth, El. '03. Principal schools, Starkville, Colo. (1.)
Leatherwood, Elmer O., '94, Lat. '96. Salt Lake City, Utah. (8)
Lee, Carrie Amanda, El. '93. Died 1899. (5.)
Lee, Dollie, El. '04. Principal school, Bison.
Lee, Elizabeth, El. '96. Teacher city schools, Topeka. (6.) ?
Lee, Floyd B., Lat. '04. Principal school, Louisburg.
Lee, Stephen Earl, El. '03. Principal county high school, Gove. (1.)
Leinbach, Florence (Mrs. Charles D. Osterhout), El. '00. Clay Center. (3.)
Lenker, Lyman Gilbert, Lat. '98. Braman, Okla. (5.)
Leonard, Mary E., El. '86. Springfield, Ill. (13.)
Leverenz, Mrs. Kate Reglein, El. '02. Teacher city schools, Parsons. (2)
Leverenz, Minna, El. '04. Teacher city schools, Parsons.
Lewis, Emma J. (Mrs. Wilhelm), El. '88. Alvin, Tex. (4.)
Liggett, Florence Jane (Mrs. A. C. Wheeler), Eng. '92. Garden City. (3.)
Liggett, R. S., Lat. '92. Claremore, I. T. (6.)
Liggett, Salome C. (Mrs. J. A. Rader), El. '93. Caney. (4.)

Light, Chas. M., '75. Pres. territorial normal sch., Silver City, N. M. (29.)
Lillie, Addie (Mrs. Pleasant Hurt), C. S. '83. Chanute. (8.)
Lilly, Daisy, El. '04. Teacher city schools, Kinsley.
Lilly, Maud, El. '03. Student K. S. N. (1.)
Lindamood, Clara E. (Mrs. C. T. Bayless), El. '97. Mexico City, Mexico. (2.)
Lindblade, Christine, El. '04. Teacher, Humboldt.
Lindley, Edward C., El. '01. Altamont. (2.)
Lindsey, Jessie, El. '04. Teacher, Wellington.
Lindsey, Mollie, El. '04. Teacher, Wellington.
Lindsey, Nellie, El. '04. Wellington.
Linley, Augusta (Mrs. W. R. Kilworth), El. '01. Seattle, Wash. (3.)
Linn, John, El. '00. Principal schools, Scranton. (4.)
Lippincott, Allie M., El. '04. Teacher city schools, Iola.
Lockhart, Andrew E., El. '97, Lat. '99. Ward principal, Abilene. (7.)
Lockhart, Lela Amy (Mrs. G. A. Brown), El. '00. Caney. (2.)
Long, Henry F., El. '02. Student K. S. N. (2.)
Long, Maggie May, El. '93. Erie. (7.)
Long, Rena May, El. '99. Simpson.
Long, Rolla Edwin, El. '94. Principal schools, Axtell. (10.)
Long, Samuel Stover, El. '04. Principal schools, Randall.
Longenecker, Florence R., El. '92. Teacher city schools, Kansas City. (12.)
Loomis, Addie L. (Mrs. Hall), El. '84. Sugar City, Colo. (3.)
Losey, Anna L., El. '03. Teacher city schools, Horton. (1.)
Love, Laura Leo, El. '00. Student state normal, Dillon, Mont. (4.) ?
Lowry, Curtis M., El. '01. Oklahoma. (1.)
Lowry, John Albert, El. '96. Principal, Big Timber, Mont. (8.) ?
Loy, Jessie (Mrs. G. A. Hege), C. S. '84. Halstead. (3.)
Lucas, Asa Walter, El. '03. Principal schools, Inglewood, Cal. (1.)
Lucas, David L., El. '01. Principal ward school, Raton, N. M. (3.)
Lucas, Geo. C., '98. Kansas City. (1.)
Lueck, George, '99. Corning.
Lunceford, Albert E., El. '03. Principal schools, Bronson. (1.)
Lutes, Delphine H., El. '93. Teacher city schools, Vinton, Iowa. (10.)
Lyon, Clarence H., El. '95. Teacher high school, Emporia. (9.)
Lyon, Willard E., '00. County superintendent, Lincoln. (4.)
Lyon, William O., Eng. '97. Mankato. (5.) ?
McAllister, John E., El. '86. Augusta, Okla. (1.)
McBride, John H., El. '86. Principal manual-training high school, Topeka. (16.)
McBride, Wm. H., El. '93. Emporia.
McCartney, Ethel B., El. '91. Teacher K. S. N. (13.)
McClain, John A., El. '86. Philadelphia, Pa. (12.)
McClintock, Oliver P. M., El. '88. Principal Clay school, Topeka. (16.)
McClure, Effie I., El. '95. Emporia. (9.)
McClure, Jennie May (Mrs. R. M. Hamer), El. '94. Emporia. (3.)
McClure, John B., El. '94. Emporia. (8.)
McClure, Stella, El. '03. Teacher city schools, Sterling. (1.)
McClurkin, Cyrus C., Eng. '91. Clay Center. (7.)
McClurkin, Hugh L., El. '95. Canon City, Colo. (3.)
McCollum, David, El. '95. Bucklin, Mo.
McConihey, Chas. F., El. '96. Teacher Puget Sound Univ., Tacoma, Wash. (8.)
McConkey, Clarence M., Lat. '01. Student medicine, Kansas City, Mo. (3.)
McConkey, May, El. '03. Teacher city schools, Burrton. (1.)

McCoy, Anna, El. '04. Oneida.
McCoy, Eliza, El. '03. Teacher, Oneida. (1.)
McCoy, Martha Scott, El. '89. Topeka. (5.)
McCoy, J. P., El. '03. Principal schools, Randolph. (1.)
McCrary, Grace, El. '04. Teacher city schools, Porterville, Cal.
McCreary, Carrie Mae, El. '00. Emporia. (1.)
McCreary, Mary L., El. '95, Lat. '96, B. P. '98. County supt., Emporia. (8.)
McCullough, Mary E., El. '99. Ward principal, Oklahoma City, Okla. (5.)
McCurry, Ella (Mrs. Borgen), El. '98. Teacher, Milo. (5.) ?
McCurry, Laura Jane, El. '96. Milo. (4.)
McDonald, Agnes, El. '01. Teacher city schools, McPherson. (3.)
McDonald, Norman, El. '93, Lat. '99. Parsons. (10.)
McElroy, Maude, El. '04. Teacher high school, Frankfort.
McFadden, Henry S., '98. Ward principal, Chanute. (5.)
McGee, Letitia, El. '02. Teacher city schools, Clay Center. (2.)
McGill, May, El. '94. Teacher city schools, Enid, Okla. (9.)
MacGiness, Lulu (Mrs. Albert Williams), El. '03. Castleton.
McGinnis, Chas. E., El. '01. Student K. U. (3.)
McGowen, Elmer H., El. '02. Teacher college, Stockton, Cal. (2.)
McIlvaine, Robt. A., Eng. '98. Principal, Willard. (5.) ?
McIntyre, Mary Ray (Mrs. King), El. '97. Shoshone, Idaho. (1.) ?
Mack, Isabella, El. '95. Teacher city schools, Kansas City. (9.)
Mack, Lovilla L., El. '90. Critic teacher, Haskell Institute, Lawrence. (14.)
Mack, Margaret A., El. '86. Teacher high school, Leavenworth. (18.)
Mack, Nellie, El. '88. Teacher city schools, Kansas City. (12.)
McKelvey, Esther, El. '03. Principal high school, Waterville. (1.)
McKinley, Charles, '98. Student medicine, Kansas City, Mo. (6.)
McLean, Tena Belle, El. '02. Teacher city schools, North Enid, Okla. (2.)
McMahan, Araminta M., El. '92, Lat. '93. Superintendent manual training, Redlands, Cal. (12.)
McMahan, Myrtle May (Mrs. Breen), El. '94. Wilmington, Cal. (7.)
McMurtrie, Minnie, El. '02. Teacher city schools, Topeka. (2.)
McNabney, Charles, El. '03. Teacher manual training, Fort Smith, Ark. (1.)
McNally, Eva, El. '83, Lat. '95. Teacher K. S. N. (21.)
McNaughton, Sarah C., C. S. '82. Teacher, Alamosa, Cal. (22.) ?
McQuiston, Mary C., El. '94. Teacher city schools, Kansas City, Mo. (10.) ?
McSherry, Anna D., El. '04. Teacher, Scranton.
Madden, May Belle (Mrs. Henderson), El. '90. Independence. (2.)
Madden, May E. (Mrs. Horace Whittlesey), El. '00. Emporia.
Madden, Robert T., El. '92. Oskaloosa, Iowa. (7.)
Maddox, Lulu K., El. '04. Teacher city schools, Enid, Okla.
Maddox, Maude M. (Mrs. S. N. Montgomery), El. '91. San Diego, Cal. (11.)
Magaw, Wm. Glenn, Lat. '02. Teacher high school, Topeka. (2.)
Magill, Robert L., '01, Lat. '03. Grand Junction, Colo. (3.)
Mahin, Charles A., El. '04. Principal schools, Dexter.
Mahin, Francis M., El. '98. Baldwin. (6.)
Mallory, Maranda, Eng. '90. Principal orphanage, Oklahoma City, Okla. (14.)
Malloy, Henry Edward, El. '96. Teacher Bethany College, Lindsborg. (8.)
Manahan, Fred A., El. '04. Hiawatha.
Manning, Harris W., Lat. '91. Eureka. (4.)
Manser, Mary R., El. '92. Burden. (4.)
Manser, Virginia Lee, El. '91, Eng. '96. Tr. high sch., Independence, Mo. (13.)

Mapes, Vernon A., El. '93. Navasota, Tex. (1.)
Maple, Sadie A., El. '98, Lat. '00. Tr. city schs., Colorado Springs, Colo. (6.)
Markwell, Effie E., El. '02. Teacher city schools, Lucas. (2.) ?
Markwell, Maude C., El. '01. Teacher, Kingman. (3.) ?
Marlar, David F., '01. Student business college, Dallas, Tex. (1.)
Marlowe, Laura G., El. '00. Wichita. (4.)
Marsh, Mabel, El. '03. Teacher city schools, Kincaid. (1.)
Marshall, Alice (Mrs. John T. McConahey), Lat. '01. Pittsburgh, Pa. (1.)
Marshall, Anna A. (Mrs. Alfred Docking), El. '86. Manhattan. (3.)
Marshall, Etta M., El. '01, Lat. '02. Assistant prin. high school, Douglass. (2.)
Marshall, Florence M. (Mrs. W. H. R. Stote), El. '95. Colorado Springs, Colo.
Marshall, John M., El. '88. Judsonia, Ark. (2.)
Marter, Albert, '75. Topeka. (5.)
Martin, B. F., El. '02. Principal county high school, Cottonwood Falls. (2.)
Martin, Daisy May, El. '97, Lat. '03. Teacher city schools, Emporia. (7.)
Martin, Emma T. (Mrs. de Niedman), El. '84. Died 1891. (2.)
Martin, Halcyon, El. '02. Teacher city schools, Kansas City. (2.)
Martin, Lulu K. (Mrs. W. A. Willis), C. S. '82. Emporia.
Martin, Mary B., El. '02. Teacher city schools, Independence. (2.)
Martin, Morrow C., El. '03. Principal schools, Ellinwood. (1.)
Martin, Orpha Lea, El. '98, Eng. '03. Teacher city schools, Abilene. (6.)
Martin, Winnifred, El. '04. Teacher city schools, Ellsworth.
Masters, Ira H., El. '04. Secretary Fort Riley Y. M. C. A.
Masters, Joseph G., '01, Lat. '04. Principal academy, Dwight, I. T. (3.)
Mathias, Mollie E., El. '93. Teacher city schools, Kansas City. (11.)
Matson, Carrie R., Lat. '00. Teacher high school, Salina. (4.)
Matson, Ethel L., El. '98. Teacher city schools, Wichita. (5.)
Matson, Louise (Mrs. Harry Adams), El. '95. La Junta, Colo. (8.)
Matthew, Ernest B., El. '03. Teacher Western Branch Normal, Hays. (1.)
Matthews, Mrs. Florence Stevens, El. '01. Tabor, Iowa.
Maxson, Jeannette (Mrs. J. H. Jetmore), El. '90. Neosho, Mo. (5.)
May, Rebecca, Lat. '01. Student Chicago Univ., Chicago, Ill. (3.) ?
Mayberry, J. W., El. '93, Eng. '94. Teacher normal school, Edmond, Okla. (11.)
Mayberry, Lawrence W., El. '96, Lat. '99. Supt. schools, Arkansas City. (8.)
Maynard, Mary E., Lat. '03. Teacher high school, Emporia. (1.)
Mays, George H., El. '86. Ward principal, Topeka. (9.)
Means, Hiram M., El. '95, Lat. '97. Everest. (7.)
Means, Jas. W., El. '94. Teacher college, Stillwater, Okla. (10.)
Meek, Faye (Mrs. Finkle), '77. Galva. (4.)
Meek, Thomas, '75. Died 1884.
Mehaffie, Stella, El. '02. Teacher high school, Chanute. (2.)
Meisner, Wilhelmina, El. '02. Teacher city schools, Bern. (2.)
Meldrum, Ellen Letitia, El. '03. Teacher city schools, Topeka. (1.)
Mellor, Sophia Gertrude, El. '91, Lat. '96. Niotaze. (12.)
Melville, Anna (Mrs. Boyd), '74. Durango, Colo.
Melville, Emma (Mrs. Sackett), '75. Teacher city schools, Parsons. (13.)
Menke, Renna Lee, El. '00. Topeka. (4.)
Meskimen, Lillie May (Mrs. Peebles), El. '91. Norman, Okla. (4.)
Messerley, Charles G., Lat. '98. Osage City. (4.)
Metsker, Sonora, El. '04. Teacher city schools, Winchester.
Metzger, Violetta Eugenia, El. '90. Student, Naples, Italy. (8.)
Meuser, Elizabeth (Mrs. John T. Forbes), El. '98. Wellington. (1.)

Meuser, Louisa Katherine, El. '01. Teacher city schools, Conway Springs. (3.)
Meyer, Alta May, El. '03. Teacher city schools, Neodesha. (1.)
Miles, Catherine Belinda, El. '93. Neodesha. (11.)
Miles, Ethel (Mrs. Arthur C. Jones), El. '01. Emporia. (1.)
Millard, Frank, El. '04. Basil.
Miller, Clara G. (Mrs. Harvey Loy), C. S. '83. Died 1895. (2.)
Miller, Della May (Mrs. Douglass), El. '91. Teacher, Emporia. (7.)
Miller, Edith S. (Mrs. Haigh), Eng. '87. Iola. (7.)
Miller, Estella Beatrice, El. '95. Teacher city schools, Kansas City. (9.)
Miller, Francis E., El. '89. Kansas City, Mo. ?
Miller, Fremont, C. S. '83, El. '84. Emporia. (2.)
Miller, Julia D., Lat. '01. Teacher city schools, Baldwin. (3.)
Miller, Mary Knowles, El. '98. Teacher high school, Wetmore. (6.)
Miller, Maud E. (Mrs. Chas. Crawford), El. '96. Fort Leavenworth. (2.)
Miller, Mrs. Carrie Lowry, El. '98. Teacher city schools, Seattle, Wash. (6.)
Miller, Norma Olive, El. '93. St. Joseph, Mo. (1.)
Miller, Samuel Alvin, El. '96. St. Louis, Mo. (8.)
Miller, William Elonzo, El. '93. Americus. (4.)
Miller, William Vernon, Eng. '04. Teacher high school, Iola.
Milligan, Edith Isabel, El. '92, Eng. '96. Pittsburg, Pa. (8.)
Mills, A. T., El. '93, Lat. '96. Teacher James Milliken Univ., Decatur, Ill. (11.)
Milton, Charles, El. '99. Hamilton. (3.)
Minor, Edwin, El. '86. San Jacinto, Cal. (13.)
Minor, John L., C. S. '84, El. '85. Springfield, Mo. (5.)
Minor, Lucy Ann (Mrs. H. L. Boyes), El. '86, Eng. '89. Perry, Okla. (8.)
Mitchell, S. Eva, El. '04. Teacher city schools, Oskaloosa.
Mitchell, Clifford Alice, El. '02. Superintendent schools, Iola. (2.)
Molloy, Anna T., Lat. '96, Eng. '00. Teacher high school, Junction City. (8.)
Momyer, George Robert, El. '04. Principal schools, Granada, Colo.
Monce, Bessie, El. '00. Teacher city schools, Centralia. (4.)
Monce, Lillian, El. '01. Teacher city schools, Frankfort.
Monney, Lena Josephine, El. '98. Teacher city schools, Sabetha. (6.)
Monteith, Anne R., '98. Teacher high school, Topeka. (6.)
Montgomery, Sadie L., Lat. '93. Prin. city training school, Springfield, Ill. (11.)
Montgomery, Samuel Newton, El. '90. Ward principal, San Diego, Cal. (14.)
Moon, Jessamine, El. '04. Teacher city schools, Belvidere.
Moon, Josephine (Mrs. J. E. McDaniel), El. '95. Tr. mis. sch., Monterey, Mex. (5.)
Moon, Virgil Holland, El. '04. Teacher high school, Pittsburg.
Moore, Edith, El. '95. Teacher city schools, Topeka. (9.)
Moore, Eva E. (Mrs. C. E. Lovett), El. '94. Teacher city schools, Madison. (10.)
Moore, George Washington, El. '00. Independence. (3.) ?
Moore, George Wilfred, '98. Louisville. (1.)
Moore, James Franklin, El. '02. Kansas City, Mo. (1.)
Moore, Theodore B., El. '88. Hobart, Okla. (14.)
Moriarty, Ida Katheryne, El. '03. Teacher city schools, St. Marys. (1.)
Morris, Belle C. (Mrs. Masterson), El. '02. Los Angeles, Cal.
Morris, David, El. '04. Howard.
Morris, Grace (Mrs. O. A. Boyle), El. '93. Wichita. (4.)
Morris, Maude Irene (Mrs. T. D. Whitehead), El. '94. Died 1901. (3.)
Morris, Myrtle M., El. '98. Principal schools, Mitchell. (6.)
Morrison, Clara May (Mrs. C. A. Kent), El. '95. Beloit. (3.)
Morrison, Edna B., El. '04. Teacher city schools, Parsons.

Morrison, Harry Butler, El. '93. Principal schools, McCune. (5.)
Morrison, Katherine, El. '01. Teacher K. S. N. (3.)
Morse, Adelaide Jeannette, Lat. '97. Emporia. (1.)
Morse, Carrie May, El. '01. Teacher city schools, Colorado Springs, Colo. (3.)
Mossman, Dema May (Mrs. C. M. Rose), El. '97. Herington. (2.)
Mossman, Frank D., '02. Eskridge.
Mossman, Niles Roy, '01. Tr. state normal school, Valley Center, S. Dak. (3.)
Moyer, Cora Juanita, El. '04. Piedmont.
Moyer, Cora May, El. '00. Teacher city schools, Sabetha. (4.)
Mull, Charles Henry, Lat. '03. Principal schools, Wa Keeney. (1.)
Mulliken, Albert W., El. '01. Teacher county high school, Columbus. (3.)
Mummau, Howard J., El. '04. Principal schools, Melvern.
Muninger, Gabrielle, El. '02. Eureka. (2.)
Munson, Mary Jeannette (Mrs. Shine), El. '92. Tucson, Ariz. (2.)
Muntz, Sybilla Susan, El. '92. Chicago, Ill. (1.) ?
Murdock, Ella (Mrs. Pemberton), Adv. '76. Emporia. (1.)
Murphy, C. A., Eng. '90, Lat. '92. Teacher county high school, Clay Center. (14.)
Murray, Laura, El. '98. Teacher city schools, Kansas City, Mo. (6.)
Murray, Nellie Gertrude (Mrs. Guy B. Norris), El. '00. Hutchinson. (2.)
Muth, Jennie Olive, Lat. '01. Ottawa. (2.)
Myers, Charles W., El. '97. Principal Prescott school, Kansas City. (7.)
Myers, Elmer James, El. '02, Lat. '04. Principal schools, Strong City. (2.)
Myers, Lissa Almeda, El. '01. Assistant principal, Osborne. (3.)
Myers, Maud, El. '96. Principal high school, Valley Falls. (8.)
Myers, Stella E., El. '86. Kansas City, Mo. (18.)
Myler, Ada Douglas, El. '92. Teacher city schools, Iola. (11.)
Myler, Alice Edna, El. '94. Iola. (3.)
Myler, E. W., El. '87. Iola. (14.)
Naff, John H., El. '93. Principal, Runge, Tex. (11.)
Nall, Georgia (Mrs. B. W. Smith), El. '97. Concordia. (3.)
Nash, Lily, El. '00. Teacher city schools, Beloit. (1.)
Nation, James Milton, El. '93. Topeka. (5.)
Nay, Pruella (Mrs. M. S. Justis), El. '93. Kiowa. (3.)
Neigner, Ida, El. '03. Teacher county high school, Scott. (1.)
Nelson, Elsa Christine (Mrs. Homer Kennett), El. '97. Concordia. (5.)
Nelson, Lucy Porter, El. '94. Teacher city schools, Tonto, Ariz. (10.) ?
Nelson, Maggie (Mrs. B. W. Jaquith), El. '92. Died 1900. (5.)
Nelson, Mary Birdena, El. '01. Assistant principal high school, Beloit. (3.)
Newby, Otto W., El. '02. Teacher Cooper College, Sterling. (2.)
Newlin, Carrie, El. '00. Teacher city schools, Hays. (4.)
Newlin, Clara M. (Mrs. Cloud), El. '88. Emporia. (11.)
Newlin, Mattie, El. '04. Teacher city schools, Emporia.
Newman, Allen Sheldon, '95. Financial secretary, K. S. N. (9.)
Newton, Albert H., El. '82, Eng. '85. Superintendent schools, Peabody. (19.)
Niblo, Ella, El. '04. Effingham.
Nichols, Ida Mabel, El. '02. Teacher city schools, Burlington. (2.) ?
Nichols, James Franklin, El. '97. Harlan. (5.)
Nichols, Lillie May, El. '95. Teacher city schools, Kansas City. (9.)
Nichols, Martha J. (Mrs. C. E. Humble), '69. Parkersburg, W. Va. (6.)
Norris, Eunice Janet (Mrs. Pearson), Lat. '92. Los Angeles, Cal. (5)
Norton, Alice L. (Mrs. Ingersoll), '68. Denver, Colo. (5.)
Norton, Lillian (Mrs. G. L. Kennedy), '74. South Haven, Mich.

Nowlin, Clifford, El. '86. Teacher high school, Kansas City, Mo. (18.)
Noyes, Hattie May, Eng. '97. Zeandale. (6.)
O'Brien, Grace Ernestyne (Mrs. Guy Varney), El. '02. Manhattan. (2.)
O'Connor, John Sylvester, El. '96. Emporia. (4.)
Oldham, Helen M., El. '99. Teacher city schools, Paola. (5.)
Olson, Anna Josephine, El. '95. New Haven, Conn. (1.) ?
Olston, Minnie Adelia, El. '03. Teacher city schools, Horton. (1.)
O'Neill, Rosa B. (Mrs. Thos. Doyle), C. S. '83. Perry, Okla. (10.)
Orem, Elizabeth (Mrs. Clency), El. '88, Lat. '95. Baileyville. (10.)
Orem, Rebecca (Mrs. Anderson), El. '89, Lat. '95. Huron. (1.)
Oroke, Minnie, El. '94. Boise, Idaho. (8.)
Osborn, Anna Belle, El. '95, Lat. '96. Teacher city schools, Red Lodge, Mont. (9.)
Osborn, Thomas E., El. '04. Principal schools, Kincaid.
Ott, Daisy Isabelle, El. '99. Teacher city schools, Billings, Mont. (5.)
Ott, Mary Caroline, El. '99. Teacher city schools, Red Lodge, Mont. (3.)
Overstreet, Alice M. (Mrs. B. Keenon), C. S. '82. Morgantown, W. Va. (9.)
Overstreet, Mary, '75. Teacher city schools, Ralston, Okla. (26.)
Oveson, Raymond, El. '98, Lat. '99. Student Harvard Univ. (6.)
Owen, Hugh A., Lat. '90. Teacher normal school, Silver City, N. M. (12.)
Owsley, Leroy, Lat. '88. Bennington. (8.)
Packard, Etta Blanche, El. '04. Teacher city schools, Richmond.
Paddock, Anabel, El. '88, Eng. '02. Teacher high school, Atchison. (16.)
Page, Gaitha Adolphus, El. '99. Teacher city schools, Topeka. (5.)
Page, Gertrude L., El. '04. Erie.
Palmer, Bertha Carrie, El. '00. Teacher city schools, Manhattan. (4.)
Palmer, Elsie Leona (Mrs. E. M. Carney), El. '96. Chicago. (4.)
Palmer, Maude, El. '95. Died 1895.
Pampel, Pauline, El. '04. Teacher city schools, La Cygne.
Paradise, James Henry, El. '98. Teacher, Kincaid. (6.) ?
Parcel, Lida Catherine, El. '01. Teacher city schools, Ashland. (3.)
Park, Josie Eveline, El. '97. Teacher city schools, Neodesha. (7.)
Park, Sidney E. (Mrs. F. H. Grisham), C. S. '82. Cottonwood Falls. (5.)
Park, Wilbur Horton, El. '94. Atchison. (2.)
Parker, Albert Lincoln, '89. Carterville, Mo.
Parker, Wilbern Walpole, '02. Student K. U. (2.)
Parsons, Hiram Alonzo Melvin, El. '91. Caney. (3.)
Partch, Effie (Mrs. Campbell), '75. Seattle, Wash. (2.) ?
Partch, Susie L. (Mrs. W. C. Palmer), C. S. '82. Jewell. (3.)
Pate, William S., Lat. '96. Principal county high school, Cherokee. (8.)
Paterson, Anna, El. '99. Principal high school, Coffeyville. (5.)
Patterson, Hattie L., El. '03. Teacher city schools, Arkansas City. (1.)
Patterson, Jennie Kate, El. '93. Kansas City, Mo. (5.)
Patty, Josephine L. (Mrs. Crowe), '68. Died 1901. (13.)
Patty, Loua (Mrs. Fremont Miller), C. S '84. Emporia. (5.)
Patty, Lucella (Mrs. P. E. Cromer), C. S. '83. Teacher city schools, Council Grove. (5.)
Payne, Eli, C. S. '83, El. '92, Eng. '95, Lat. '96, B. P. '98. Teacher K. S. N. (21.)
Peach, Bernice Florence (Mrs. Denny), El. '97. Harper. (4.)
Pearce, Franklin F., El. E. '80. ———, Ill. (3.)
Pearce, Mary Elizabeth (Mrs. James E. Campbell), El. '99. Pueblo, Colo. (4.)
Pearson, Walter J., Lat. '88. Ward principal, Kansas City. (16.)
Peirce, Ruth Anna, El. '04. Tr. sch. for blind, Kansas City.

Pennel, Charles Wesley, El. '02. Jonesburg. (2.)
Perdue, Mentor J., Lat. '00. Student univ., Evanston, Ill. (3.) ?
Perkins, Catherine, El. '96. Halstead. (1.) ?
Perkins, Cora Belle, El. '98, Lat. '00. Tr. city schs., Colorado Springs, Colo. (6.)
Perkins, Roxie Esther, El. '02. Teacher city schools, Hartford. (2.)
Perley, Jane Haskell (Mrs. Justin R. Soden), Lat. '97. Emporia. (3.)
Perry, Aria Estelle, El. '00. Teacher city schools, Chanute. (4.)
Perry, Carrie (Mrs. Glasscock), El. '96. Kansas City. (4.)
Perry, John Shearer, El. '97. Rest. (5.)
Perry, Orlenzo V., El. '88. Teacher, Clyde. (2.)
Perry, Willia Hannah, El. '00. Teacher city schools, Victor, Colo. (4.)
Peter, Jesse Simon, Lat. '02. Principal schools, Oxford. (2.)
Peterson, C. J., Eng. '96. Topeka. (2.)
Peterson, Pierce Gustavus, '02. Principal schools, Elmoro, Colo. (2.)
Phenicie, Jessie May (Mrs. Walter Bleakley), El. '92. Lawrence. (3.)
Phenicie, Mary K., El. '97. Reno. (5.)
Philbrook, Eva Louise, Eng. '99. Chepstow. (4.)
Phillips, Albert Shelton, El. '89. Topeka. (2.) ?
Phillips, Anna E., El. '03. Teacher city schools, Emporia. (1.)
Phinney, Royal Victor, El. '02. Principal schools, Agra. (2.)
Piatt, L. Ella (Mrs. Lamon), El. '88. Died 1894. (3.)
Piatt, Marcellus, El. '89. Peck. (6.)
Picken, William S., Lat. '87. Principal Western Branch Normal, Hays. (17.)
Pickett, C. T., El. '77. Kansas City, Mo. (12.)
Pieratt, James Monroe, El. '93, Lat. '95. Alva, Okla. (7.)
Pike, Ida Florence (Mrs. Troxel), El. '96. Osawatomie. (4.)
Piper, Ethelyn W., El. '04. Teacher city schools, Clyde.
Piper, Hattie S. (Mrs. Hudson), '75. Died 1899. (3.)
Plackett, Maud Eustacia (Mrs. George S. Rice), El. '98. San Francisco, Cal. (5.)
Plumb, Ellen, '67. Emporia. (3.)
Plumb, Luella, El. '98. Teacher city schools, Kansas City. (6.)
Plummer, George Wesley, El. '94. Perry. (9.)
Polk, Ethel May, El. '04. Teacher city schools, Gardner.
Polk, Mrs. Cora Glass (Mrs. Dr. Connet), El. '02. Raton, N. M. (2.)
Polqvist, Anna Sophia, El. '99. Teacher, Severy. (4.)
Pomeroy, Carl H., El. '79. Seattle, Wash. (3.)
Poplin, H. L., '69. Ventura, Cal. (6.)
Postal, Lottie E., El. '03. Principal schools, Winona. (1.)
Postma, Virgil Elias, El. '03. Oklahoma City, Okla. (1.)
Potter, Ralph Lloyd, '01. Salina.
Powell, Arthur B., '01. Teacher government school, San Miguel, P. I. (3.)
Pratt, Bertha May (Mrs. Harry Clewell), El. '04. Buffalo.
Preston, Charlotte Melinda, Lat. '91. Principal schools, Imperial, Cal. (6.)
Prickett, Sarah, El. '04. Teacher city schools, La Canada, Cal.
Prose, Lula Pearle, El. '04. Teacher city schools, Larned.
Prowse, Carrie Jean (Mrs. Roscoe Forde), El. '99. Winfield. (1.)
Prowse, Minnie Agnes, El. '04. Emporia.
Purdum, Iva E., Lat. '01. Teacher K. S. N. (3.)
Putnam, Letha, El. '88. Ward principal, Spokane, Wash. (16.)
Putnam, Mabel, Lat. '01. Hoisington. (2.) ?
Ralston, Elmer, Lat. '96. Belle Fourche, S. Dak. (3.)
Ralston, Margaret Jane, Lat. '01. Teacher city schools, Sabetha. (3.)

y, Hamer Davis, El. '99. Principal schools, Gas City. (4.)
els, Sarah Elizabeth (Mrs. J. H. Mays), El. '93. Salt Lake City. (3.)
n, Delia, Lat. '01. Teacher city schools, Solomon. (3.)
n, Roy, El. '01. Superintendent, Weir. (3.)
, Louise (Mrs. Pratt), El. E. '80. Los Angeles, Cal. (5.)
ings, Hester T. (Mrs. H. C. Bowman), El. '95. Newton. (1.)
ins, Clara (Mrs. G. C. Kenyon), '73. Deceased. (2.)
James A., El. '04. Lincolnville.
, Bertha A. (Mrs. W. H. Phipps), El. '95. Junction City. (3.)
Dwight Ripley, Lat. '00. Iowa City, La. (4.)
Wendell Phillips, El. '03. Cleveland. (1.)
Alma Irene, El. '04. Teacher city schools, Winchester.
Edith M., El. '04. Teacher city schools, Las Vegas, N. M.
Ida, El. '03. Teacher, Eudora. (1.)
Olive, El. '97. Teacher city schools, Kansas City. (7.)
, Robert Stirling, Eng. '95. Simpson. (3.)
William Wallace, El. '89. Principal schools, Lisbon, N. Dak. (15.)
M. Luther, El. '77. Dallas, Tex. (1.)
William, El. E. '80, Adv., Eng. and Lat. '81. Minneapolis, Minn. (1.)
r, Willow Belle, El. '93. Teacher city schools, Emporia. (11.)
, Lizzie Grace, El. '00. Died 1900.
u, Georgia Rosalie, El. '02. Principal schools, Tulsa, I. T. (2.)
lds, Alice Albertie, El. '85, Lat. '95. Tr. high school, Yates Center. (15.)
lds, Mary Varina, El. '01. Teacher city schools, Meriden. (3.)
olds, Thomas H., Lat. '85. Kansas City, Mo. (3.)
ds, John C., El. '87. Humboldt. (7.)
es, Allie May, El. '91. Teacher city schools, Los Angeles, Cal. (11.)
es, Jemima O. (Mrs. W. C. Moore), El. '89. Parsons. (5.)
es, Jeremiah Milton, El. '89. Teacher K. S. N. (15.)
Mary V., El. '93, Lat. '95. Tr. Teller Inst., Grand Junction, Colo. (11.)
Bertha May, El. '00. Principal, Cedar Point. (4.)
, Hulda (Mrs. S. H. Rich), C. S. '83. Emporia. (15.)
, Minnie (Mrs. G. W. Smith), Eng. '96. Manhattan. (3.)
rds, Ada Genevieve, El. '99. Teacher city schools, Emporia. (5.)
rt, David H., El. '02. Principal schools, Moundridge. (2.)
ur, Ethel June, Lat. '04. Teacher city schools, Iola.
, Lillian M., El. '88. Died 1900. (4.)
, Abbie M., El. '98. Teacher city schools, Elmhurst, Cal. (6.)
l, Arthur M., Lat. '04. Teacher high school, Pittsburg.
rson, Edna Leanna, El. '99. Kingman. (5.)
rson, H. L. F., '75. Kingman. (14.)
rts, Bessie, Eng. '02. Roper.
rts, Russel A., El. '03. Roper.
ison, Ernest Francis, El. '94, Lat. & Eng. '97. Principal, Lucas. (10.) ?
ison, Estella, El. '01. St. Louis, Mo. (1.)
ison, Theo Pearl, El. '02. Teacher city schools, Iola. (2.)
on, Eleanor J., El. '95, Eng. '96. Teacher city schools, Circleville. (2.)
on, Margaret (Mrs. Jas. Tudhope), El. '92. Tr. city schs., Linwood. (9.)
, Lulu Belle, El. '00. Teacher city schools, Eureka. (4.)
rs, Addie Bechtel, El. '00. Teacher city schools, Portland, Ore. (4.)
rs, George Earl, El. '04. Student K. S. N.

Rogers, Jessie Edith, El. '04. Teacher, Burlingame.
Rogers, Sadie, '74 Bellingham, Wash. (22.)
Rogler, Adaline (Mrs. Gosler), El. '83. Matfield Green. (14.)
Rohr, Frances Katherine (Mrs. Vorrhis), El. '96. Osawatomie. (1.)
Rohrer, Etta Matilda, El. '92. Teacher city schools, Scott. (12.)
Romick, Minnie Louise, El. '00. Teacher city schools, Pomona, Cal. (4.)
Romigh, Sarah (Mrs. C. Anderson), El. '76. Santa Rosa, Cal. (4)
Rose, Chas. M., Eng. '98. Herington. (5.)
Rose, Laura E (Mrs. Middlekauff), El. '87. Douglass. (8.)
Rose, Louise H. (Mrs. J. R. Hale), El. '87. Savannah, Mo. (12)
Rosendale, Christena, El. '04. Principal schools, Lenora.
Roser, Alice M , El. '04. Teacher Indian school, Pine Ridge Agency, S. Dak.
Ross, Mrs. B. C., '75. Armourdale. (5.)?
Ross, Benjamin Franklin, El. '91. Hamilton. (7.)
Row, Ebbidel, El. '98. Larned. (4)
Rowe, Anna M. (Mrs. O. M. Chilcott), El. '01. Rockvale, Mont. (2.)
Royer, Mary S., El. '01. Principal, Gove. (3.)
Royster, William Edwin, Lat. '02. Superintendent, Chanute. (2.)
Ruble, Mamie, Lat. '03. Teacher city schools, Harper. (1.)
Rubow, Laura Anna, El. '90. Zion, Ill. (10.)
Rudisill, Flora Alice (Mrs. F. E. Sutton), El. '89. Emporia. (5.)
Rudisill, Mary E , El. '87. Pleasant Plain, Ill. (14.)
Ruggles, Robert Mitchell, El. '91. Died March, 1904
Ruggles, William Spencer, Eng. '88. Denver, Colo. (3.)
Rugh, Lillie Caroline (Mrs. Hamaker), El. '96. Newton. (6.)
Rundle, Allie Wilson, El. '96. Axtell. (8)
Rusch, Herman F., El. '04. Teacher academy, Dwight, I. T.
Russ, Russell S., El. '92. Prin. auxiliary manual training sch., Pittsburg. (12.)
Russell, Ella May, El. '04. Teacher city schools, Mound City.
Russell, Lena May (Mrs. Lewis), El. '94. Santa Ana, Cal. (4.)
St. Clair, Allan Talbott, '98. Seldovia, Alaska. (3)
St. John, Claude, Lat. '03. Principal schools, Florence. (1.)
St. John, Lillian A. (Mrs. E. D. Williams), Eng. '98. Kansas City. (3.)
Salisbury, Jennie, El. '02. Teacher city schools, Moran. (2.)
Salmon, Noah D., El. '04. Mt. Hope.
Salser, Everett Ellsworth, El. '97. Died 1900. (3.)
Sanborn, Harry D., El. '04. Student K. S. N.
Sandborn, Anna E. (Mrs. Baker), El. '96, Lat. '97. Chapman. (6.)
Sands, Florence, El. '88. Teacher city schools, Peabody. (16)
Sax, Arthur Oreatus, El. '91. Chicago, Ill. (7)
Sayre, Alva H., El. '04. Student K. S. N.
Schaub, Louise M., El. '04. Principal high school, Parsons.
Schaufler, Bertha, El. '03. Teacher city schools, Bellevue, Idaho. (1.)
Scheel, Minnie Rosetta (Mrs. Hill), El. '94. Emporia. (4.)
Schenck, George, Lat. '97. Le Roy. (3.)
Schenck, John J., C. S. '83. Topeka. (2)
Schiller, Emma Louise, El. '95. Teacher city schools, Cherryvale. (7.)
Schiller, Kate S., El. '98. Teacher city schools, Olivenhain, Cal. (6.)
Schmalzreid, Agnes, El. '03. Teacher city schools, McPherson. (1.)
Schmalzreid, Mary, El. '93. Teacher high school, McPherson. (11.)
Schmidler, Lulu May, El. '04. Teacher city schools, Chanute.
Schmidler, Sophia, El. '03. Teacher high school, Burlingame. (1.)

, Geo. W., El. '02. Teacher high school, Seattle, Wash. (2.)
er, Bessie V., El. '01. Cedar Point. (2)
er, Margaret C. (Mrs. B. L. Brockett), El. '00. Atchison. (3)
rer, Emma C., El. '02. Teacher, Oak Hill. (2.) ?
ller, Freda, El. '03. Hays. (1)
Harvey C., Lat. '04. Teacher government school, Iloilo, P. I.
n, Effie L., El. '99. Teacher, Osage City. (5)
n, Wallace M., El. '95. Principal, Udall. (9.) ?
d, Nettie P. (Mrs. Osborne), El. E. '81. San Diego, Cal.
ss, Brunettie May (Mrs. Spiker), El. '96. Emporia.
y, Calvin L., '80. Pasadena, Cal.
r, Ida May, El. '04. Teacher city schools, Hays.
r, Anna M. (Mrs. W. G. Magaw), El. '00. Topeka. (1.)
r, Erma A. (Mrs. E. R. Shepherd), El. '94. St. John. (3.)
r, John N., El. '94. St. John. (1.)
k, Myrtle Anna (Mrs. F. F. Walters), El. '00. Arista, Iowa.
non, Leon W., '93. Hiawatha. (9.)
ard, Kate, El. '02. Teacher K. S. N. (2.)
, Orville Nelson, El. '03. Principal schools, Reading. (1.)
er, Lawrence Monroe, El. '04. Teacher high school, Pasig, Rizal, P. I.
l, Bessie, El. '96, Lat. '03. Principal high school, Cherokee. (8.)
y, Dennis J., El. '04. Student K. U.
on, Georgia, Lat. '00. Teacher high school, Lawton, Okla. (4.)
nbaum, Sophia E., El. '00. Teacher city schools, Randolph. (4.)
rd, John, El. '97, Lat. '99. Principal, Hoisington. (7.) ?
rdson, Edwin A., Lat. '98. Teacher man. tr. auxiliary, Pittsburg. (6.)
herd, Earl R., Lat. '93. St. John. (3.)
erd, Grace, Eng. '95. Teacher high school, Boise, Idaho. (9.)
ard, Alena A., El. '01. Teacher city schools, Moline. (3.)
ard, Cornelia J. (Mrs. R. Heimbaugh), El. '01. Sedan. (3.)
ard, Mary A., El. '01. Principal, Cedarvale. (3.)
wood, William, El. '76. Burlington. (12.)
ler, John W., El. '03, Lat. '04. Principal schools, Hillsboro. (1.)
ly, Charles A., Lat. '93. Superintendent, Beloit. (11.)
e, Nancie P. (Mrs. D. B. Wyatt), El. '93. Wellington. (3.)
t, Clara A. (Mrs. B. F. Means), El. '94. Pawnee, Okla. (3.)
p, Mabel I., El. '04. Teacher city schools, Cimarron.
, Kate, El. '03. Teacher city schools, Havensville. (1.)
alter, Edith E. (Mrs. Wm. T. Bradbury), El. '00. Wichita. (3.)
alter, Ethel, El. '03. Teacher, Wichita. (1.)
alter, Grace L. (Mrs. Frank Irvine), El. '02. Wichita.
ck, John A., '86. Redlands, Cal. (5.)
y, Ethel, El. '03. Teacher city schools, Plainville. (1.)
r, Mabel E., El. '02. Teacher city schools, Manhattan. (2.)
erwell, E. A., El. '85. Ward principal, Topeka. (19.)
ons, H. Rosina, El. '03. Teacher city schools, Cache, Okla. (1.)
ns, Mrs. Clara Harris (Mrs. Thrall), El. '94. Eureka. (5.)
air, Benjamin F., El. '00, Eng. '03, Lat. '03. Hooser. (2.)
, Della J., El. '95, Lat. '98. Student Ill. Univ., Champaign. (9.)
r, Edna S. (Mrs. G. W. Sickles), El. '93. Winfield. (6.)
er, Loretta May, El. '04. Teacher city schools, Neodesha.
t, Cornelia, '75. Ward principal, Los Angeles, Cal. (14.)

Slater, Barton W., El. '00. Independence. (4.)
Slaughter, Julia May, El. '04. Teacher city schools, Burlington.
Slayton, Grace, El. '04. Teacher, Topeka.
Slocum, Carrie (Mrs. Fosdick), El. '91. Seattle, Wash. (3.)
Slocum, Josephine (Mrs. Manahan), '68. Died 1882. (13.)
Smith, Ada E., El. '90. Teacher city schools, Kansas City, Mo. (13.)
Smith, Anna P., (Mrs. J. H. McBride), El. '86. Topeka. (3.)
Smith, Charles Marion, El. '04. Student K. S. N.
Smith, Clarence J., El. '86. Supervisor manual training, Wichita. (17.)
Smith, Fannie B. (Mrs. C. A. Beebe), El. '84. Burns. (4.)
Smith, Geo. Wildman, Eng. '96. Manhattan. (5.)
Smith, James F., Lat. '98. McCracken. (3.)
Smith, Jessica, El. '04. Teacher city schools, Attica.
Smith, John Retter, El. '99. Died 1904. (1.)
Smith, Lillian Belle (Mrs. John L. Kirby), El. '97. Clyde. (4.)
Smith, M. C., El. E. '80. Springfield, Mo. (2.)
Smith, Maud Dell (Mrs. Jacquemin), El. '91. Oskaloosa. (7.)
Smith, Mrs. Ida Giger, El. '04. Teacher city schools, Emporia.
Smith, Nellie R., El. '02. Teacher city schools, Ottawa. (2.)
Smith, Olive A., El. '93. Teacher city schools, Admire. (11.) ?
Smith, Phœbe J., Eng. '00. Tr. domestic art, city schs., Pueblo, Colo. (4.)
Smith, Sarah A. (Mrs. Dobson), El. '93. Teacher city schools, Edna. (4.) ?
Smith, Sarah L., El. '91. Teacher DePyster school, Verbank, N. Y. (8.) ?
Smith, Mrs. Susie K., Lat. '93. Teacher college, Merwin, Mo. (5.)
Smith, Walter G., El. '95. Columbus, Ohio. (5.)
Snow, Marion S., El. '00. Eatonville. (2.)
Snyder, Anna B., Eng. '97. Perry. (2) ?
Snyder, Anna E., El. '02. Teacher K. S N. (2.)
Snyder, Frances I., El. '04. Teacher high school, Pittsburg.
Sommers, Albert P., Lat. '00. Principal, Opal, Wyo. (4.) ?
Sonnedecker, Nevin W., El. '83. Salt Lake City, Utah. (3.)
Sorter, Charles R., El. '85. Principal Eagle Rock school, Garvanza, Cal. (12.)
Souders, B. Pearl (Mrs. W. P. Read), Lat. '02. Cleveland. (1.)
Soult, Maude L., Lat. '00. Principal, Alton. (4.)
Sowerby, Mary E. (Mrs. Thos. Creighton), El. '97. Emporia. (5.)
Spangler, John M., '70. Rozario, Argentina. (15.)
Spaulding, Dellie, '74. Teacher West Shoshone Indian school, Owyhee, Nev. (23.)
Speer, Dicie A., El. '93. Teacher county high school, Effingham. (11.)
Spence, Mary O. (Mrs. J. W. Martin), El. '90, Lat. '94. Ridgeway, Colo. (12.)
Spencer, Elizabeth T., El. '94. Teacher city schools, Kansas City. (10.)
Spencer, Julia H. (Mrs. Sanderlin), El. '84. Student St. Univ., Boulder, Colo. (7.) ?
Spencer, Lila S. (Mrs. Hayes Coe), El. '01. Yates Center. (2).
Spencer, Martha P., '69. Acme, W. Va. (24.)
Spicer, Olive C. (Mrs. Edwards), C. S. '82. Elkhorn, Wis. (3.)
Spiers, Antoinette, El. '88. Teacher Indian school, Rosebud Agency, So. Dak. (16.) ?
Spiers, Gertrude (Mrs. F. E. Rader), El. '89, Lat. '92. Sitka, Alaska. (14.)
Spradlin, Mary A., El. '94. Naturita, Colo. (5.) ?
Sprague, Julia (Mrs. Langworthy), El. '03. Tr. cy. schs., Port Arthur, Tex. (1.)
Sproat, Addie M., El. '04. Teacher city schools, Topeka.
Squires, Walter A., Lat. '01. Principal high school, Osage City. (3.)
Stachling, Bertha, El. '96. Principal, Hillsdale. (8.) ?
Stackhouse, Lelia T. (Mrs. Munsell), El. '93, Lat. '00. Herington. (8.)

Stafford, Edith N. (Mrs. Addison Kendall), Eng. '96. Cottonwood Falls. (6.)
Stagg, Belle, El. '02. Teacher city schools, Topeka. (2).
Stanley, Daniel L., '94. Oskaloosa. (8.)
Starcke, Julia R. I., El. '92. Teacher city schools, Kansas City. (12.)
Stark, Adeline M., El. '04. Teacher city schools, Morrill.
Starry, Clark N., El. '93. Coffeyville. (3.)
Stauffer, Wm. A., '95. Marion.
Staver, Cora E., El. '02. Springhill. (1.)
Stearns, Richard O., El. '88. Boulder, Colo.
Steele, Grace M. (Mrs. Lehman), El. '97. Bern. (6.)
Steele, Mabel L., El. '02. Teacher city schools, Winchester. (1.)
Steen, Wm. Orlando, El. '04. Principal schools, Hope.
Steffen, Jos. M., El. '03. Principal high school, Neodesha. (1.)
Stegman, Amel, El. '00. Principal, Whitewater. (4.)
Stein, John C., El. '01. Student Central Business College, Kansas City, Mo. (3.)
Stephan, Bertha, Eng. '99. Teacher city schools, Valley Falls. (5.)
Stephens, Allen A., El. '84. Wa Keeney. (8)
Stephenson, Kate Agnes, El. '94. Teacher city schools, Everett, Wash. (7.)
Stephenson, Leona R. (Mrs. Geo. F. Boswell), El. '93. Coffeyville. (10.)
Stepp, Margaret J., El. '99. Teacher city schools, Atchison. (5.)
Stevens, George W., '95, Lat. '98. Teacher normal school, Alva, Okla. (8.)
Stevens, Mary O., El. '02, Lat. '03. Tr. gov't sch., Ellamar, Alaska. (2.)
Stevens, Mrs. Anna R., El. '98. Teacher city schools, Alva, Okla. (3.)
Stevenson, E. May, El. '04. Beattie.
Stevenson, Jonathan L., El. '01. Principal, Robinson. (3.)
Stevenson, Wm. C., El. '89. Prin. business dept. J. M. Univ., Decatur, Ill. (15.)
Stewart, Blanche, El. '04. Teacher city schools, Topeka.
Stewart, Flora A., El. '85. Wauwatosa, Wis. (4.)
Stewart, John B., El. '04. Prescott.
Stewart, Lillian M. (Mrs. S. C. Bloss), El. '88. Winfield. (11.)
Stewart, Maude R., El. '88. Teacher private school, Minneapolis, Minn. (16.) ?
Stewart, Sallie W., El. '97. Waverly. (4.)
Stewart, Thos. A., '69. Great Bend.
Stilwell, Clara E., Lat. '91. Teacher high school, Kansas City. (13.)
Stinson, Anna (Mrs. Sisson), '74. Harveyville. (10.)
Stittsworth, Carrie B., El. '98. Teacher city schools, Kansas City, Mo. (6.)
Stone, Julia M., El. '94. County superintendent, Concordia. (10.)
Storrs, Nellie (Mrs. G. W. Newman), '70. Emporia. (5.)
Stout, Aaron J., El. '93, Eng. '94. Teacher high school, Topeka. (11.)
Stout, Alta M. (Mrs. Laschelle), El. '93. Denver, Colo. (3.)
Stout, Endre D., El. '94. Emporia. (1.)
Stout, Eunice B. (Mrs. J. L. Stevenson), El. '01. Robinson. (1.)
Stout, Eva L., El. '94. Emporia.
Stout, Lois, El. '04. Emporia.
Stout, Newton J., El. '82. Yates Center. (6)
Stout, Rachel A., El. E. '81. Emporia. (14.)
Stout, Sarah E., El. '93. Denver, Colo. (3.)
Stratton, Elsie (Mrs. Hayes B. Coffman), El. '98. Little River. (6.)
Stroud, John E., El. '03. Principal, Pretty Prairie. (1.)
Stroup, Andrew B., El. '98, Lat. '99. Superintendent, Albuquerque, N. M. (6.)
Stubbs, A. W., El. '76. Kansas City, Mo. (4)
Stubbs, Ella Mae (Mrs. S. W. Stewart), El. '95. Martinez, Cal. (5.)
Stubbs, Ethel, El. '03. Teacher city schools, Herington. (1.)
Stubbs, Grace M., El. '04. Teacher city schools, Jewell.
Stuckey, K. Pearl, El. '93, Lat. '94. Library cataloguer K. S. N. (11.)
Suddock, Matthew M., El. '86. Emporia. (5.)
Sutton, Eli R., El. '88. Detroit, Mich. (2.) ?
Sutton, Lucy I. (Mrs. Bennett), El. '92. Died 1900. (6.)
Sutton, U. G., '96, Lat. '97. Moline. (4.)
Swanson, Tillie L. (Mrs. A. E. Cornelius), El. '93. Bellingham, Wash. (8.)
Swarens, Barton L., El. '93. Perry, Okla. (6.)
Taggart, Maude M., El. '04. Teacher city schools, Valley Falls.
Tangemann, Elizabeth (Mrs. F. U. G. Agrelius), El. '98. Argentine.
Tangemann, Minnie M., El. '97. Teacher city schools, Newton. (7.)
Tanner, Lulu M., '98. Died 1902. (3.)

Taplin, Myra, El. '04. Teacher city schools, Emporia.
Tawney, Wm. H., El. '94. Teacher, Ottawa. (10.)
Taylor, Charles H., El. '03. Principal high school, Beloit. (1.)
Taylor, Fred A., El. '03. Assistant principal county high school, Cherokee. (1.)
Taylor, Jessie M. (Mrs. A. S. Newman), El. '96. Emporia.
Taylor, Kittie M., El. '99, Eng. '01. Decatur, Ill. (3.)
Taylor, Mary S., El. '94, Lat. '00. Teacher K. S. N. (10.)
Taylor, Meta H., El. '00. Emporia. (3)
Taylor, Myrtie May, El. '96. Teacher city schools, Sterling. (8.)
Tear, Daniel Ambrose, El. '89. Principal Keith school, Chicago, Ill. (15.)
Tear, Grace, El. '04. Principal schools, Garden Plain.
Tefft, John Quincy, El. '03, Lat. '04. Teacher high school, Kinsley.
Thayer, Burt G., El. '04. Principal schools, Elwood.
Thayer, Elson, Lat. '00. Ward principal, Ottawa. (4.)
Thomas, Carrie Averill, El. '98. Teacher city schools, Harper. (6.)
Thomas, Edgar H., El. '93. Emporia. (1.)
Thomas, Elva Mae (Mrs. Chas. Ernst), El. '95. Americus. (2.)
Thomas, Eudora Jane, El. '95. Emporia. (4.)
Thomas, Gertrude Louise, El. '94. Teacher city schools, Minneapolis. (10.) ?
Thomas, Julia Belle (Mrs. C. S. Fowler), El. '93. Emporia. (2.)
Thomas, Lillian V., '01. Principal schools, Elkton, Colo. (3.)
Thome, Fannie M., '93. Teacher high school, Salt Lake City, Utah. (11.)
Thompson, Ella L. (Mrs. O. D. Rasmussen), '75. Ogden, Utah. (7.)
Thompson, Clarence Arthur, El. '04. Halstead.
Thompson, Earl L., El. '04. Student K. S. N.
Thompson, Eli Dudley, El. '04. Principal schools, Pratt.
Thompson, George O., El. '04. Teacher Indian school, Mekusukey, I. T.
Thompson, John A., El. '90. Grenola. (1.)
Thompson, Mary W. (Mrs. Avery), El. '91. Teacher city schools, Sedan. (8.)
Thompson, Roy, El. '04. Principal schools, Paloo.
Thomson, Birdena Roberta, El. '01. Teacher city schools, Admire. (3.)
Thomson, Eva May, El. '02. Teacher city schools, Cedarvale. (2.)
Thomson, Luella Oretta, El. '94. Teacher city schools, Topeka. (10.)
Thomson, Nettie L., El. '03. Teacher city schools, Neosho Rapids. (1.)
Thornley, Miriam O. (Mrs. Chas. Bezanson), El. '87. Guthrie, Okla. (12.)
Thoroman, Albert M., '99, El. '01. Superintendent, Council Grove. (5.)
Thorp, George Everland, '01, Lat. '02. Principal schools, Scandia. (3.)
Thurston, Nettie, '74. Los Angeles, Cal. (4) ?
Ticer, T. G. '69. Died 1882.
Tiffany, Louisa (Mrs. C. S. Elliott), El. '91. Fulton. (8.)
Tilford, George R., jr., El. '03. Principal schools, Waverly. (1.)
Tolman, Grace Eldred, Eng. '93. Kansas City, Mo. (7.)
Tompkins, Cora L., El. '03. Principal schools, Agricola. (1.)
Towner, Charles Clifford, El. '93, Eng. '94. Abilene. (6.)
Tracy, Frank D., El. '02. Principal schools, Baldwin. (2.)
Tredway, C. E., El. '04. Tr. manual train'g high sch., Missouri Valley, Iowa.
Tredway, Guy Martin, El. '01, Lat. '02. Principal schools, Moran. (3.)
Trimmer, George Daniel, El. '94. Died 1896. (2)
Troutman, Virginia. El. '04. Comiskey.
True, Helen, El. '02. Teacher, Vera. (1.)
Tucker, Mary A., C. S. '82. Douglass. (4.)
Turkleson, Elizabeth Matilda, El. '95. Teacher, Moray. (9.)
Turner, Bernice Helen, El. '03. Teacher city schools, Pleasanton. (1.)
Turner, Mabel Orcutt, El. '04. Teacher city schools, Argentine.
Turner, Nellie M. (Mrs. Butterfield), El. '79. Teacher city schools, Topeka. (25.)
Turner, Pearl E. (Mrs. J. W. Evans), El. '00. Council Grove. (1.)
Turner, Stella M., El. '02 Teacher city schools, Conway Springs. (2.)
Tu ney, Rosa Margret (Mrs. J. T. Henley), Lat. '98. Flint Ridge. (2.)
Tyler, Elza Edward, El. '93, Lat. '95. Student medicine, Columbia, Mo. (9) ?
Tytherleigh, Anna Margreta (Mrs. G. H. Randolph), El. '93. Emporia. (7.)
Umdenstock, Ida A. (Mrs. Standiferd), C. S. '82. Reading. (3.)
Upton, Matilda (Mrs. Pinkham), '69. Teacher high school, Yates Center. (18.)
Utter, Oliver Lincoln. Eng. '91, Lat. '93. Cincinnati, Ohio. (9.)
Utz, Irbie Belle, '99, Lat. and Eng.-Ger. '01. Valley Falls. (3.)
Vail, Hattie G., '73. Kansas City, Mo. (4.)

Van Amburgh, Harriette, El. '96, Lat. '97. Teacher city schools, Topeka. (7.)
Vance, Stellena (Mrs. Washington), El. '01. Manhattan. (1.)
Van Hook, Kate, El. '96. Hiawatha. (8.)
Van Hoose, Grant, '96. Gunnison, Colo. (8.) ?
Van Ness, Elmer B., C. S. '82. Mound City. (4)
Van Voris, Mrs. Ethel Clark, '98. Emporia.
Van Voris, William Arthur, El. '92, Lat. '97. Teacher K. S. N. (12.)
Vastine, Captain Lewis, El. '03. Ness City.
Vaudrey, Clara Isabelle (Mrs. O. E. Blenkarn), El. '97. Valencia. (2)
Veatch, Sarah Frances, El. '03. Teacher city schools, Kanopolis. (1.)
Vezie, Anna (Mrs. Grafton), El. '86. Colorado Springs, Colo. (9.)
Vickrey, Mrs. Frances R., El. '00. Teacher city schools, Emporia. (4.)
Vinson, Nora, El. '03. Teacher, Porterville, Cal. (1.)
Vrooman, Lulu Elsie, El. '04. Teacher city schools, Argentine.
Walker, G. A., El. '92. County superintendent, Buena Vista, Colo. (12.)
Walker, Jessie Metta (Mrs. E. D. George), El. '98. Paola. (2.)
Walker, Mary Edna, El. '93. Teacher city schools, Monrovia, Cal. (11.)
Walker, Mary Ella, El. '93. Topeka. (10.)
Wall, Abraham J., El. '93, Lat. '94. Richfield. (4)
Wallace, John M., C. S. '84. Silver City, N. M. (2.)
Waller, Mrs. Mabel Rogers, El. '04. Manila, P. I.
Walter, Ada G. (Mrs. J. E. Boyer), El. '94, Lat. '98, Eng. '98. Kingman. (6)
Walter, Beth, El. '03. Teacher city schools, Reading. (1)
Walter, Isa Mae (Mrs. Moser), El. '99. ——— Iowa. (5.)
Walter, Maud May (Mrs. C. E. Murphy), Lat. '99. Kingman. (4)
Ward, Albert E., El. '94. Kansas City, Mo. (8)
Ward, Hattie, '74, Adv. '76. Los Angeles, Cal. (4.)
Ward, Joseph O., El. '86. Washington, D. C. (12.) ?
Ward, Lucy, El. '99. Teacher city schools, Maybell, Colo. (5)
Ward, Wilbert A., El. '01. County superintendent, Minneapolis. (3.)
Ware, Charles M., El. '02, Lat. '04. Principal, Clyde. (2.)
Waring, Fannie, El. '89. Teacher city schools, Peabody. (15.)
Warkentin, John H., El. '03. Teacher, Hillsboro. (1)
Warner, Beth (Mrs. C. H. Mull), '97, Eng. '03. Wa Keeney. (7.)
Washburn, Wm. C., '02. Larned. (1.)
Washer, Mary M., El. '88. Kansas City. (10.)
Waters, Silas A., El. '95. Principal, Kremmling, Colo. (7.)
Watson, Mary A., El. '96, Eng. '97. Teacher, Santa Ana, Cal. (7.)
Watson, Mary Jane (Mrs. Short), '67. Trenton, Mo. (15.)
Watts, Mrs. Eva Newman (Mrs. Duncan), El. '92. Butte, Mont. (9.)
Way, Isaac T., '75. Parsons. (6)
Weatherby, Edmond S., El. '00, Lat. '04. Tr. Indian sch., Ft. Yates, N. Dak. (4.)
Weaver, Anna G. (Mrs. McCormack), El. '90. Horton. (2)
Webb, Alberta I. (Mrs. Wilson), Lat. '92. Horton. (4.)
Webster, Mary (Mrs. Sommers), El. '82. Manhattan. (10.)
Webster, Weltha A., El. Eng. '81, Eng. '82. Teacher, Logan. (23.) ?
Weir, Annie, El. '94. Teacher, North Topeka. (10.)
Weisser, Helen, El. '04. Teacher city schools, Colony.
Wells, Arthur A., El. E. '81. Died 1895. (5.)
Welty, Carrie E., El. '92. St. Joseph, Mo. (7.)
Wendel, Minnie, El. '03. Teacher city schools, Elmont. (1.)
Westfall, B. F. S. W., El. '95. Lamont, Okla. (4.)
Wetzig, Hannah A., El. '04. Principal schools, Riley.
Whaley, Martha B. (Mrs. McClintock), El. '93. Topeka. (4.)
Wharton, O. B., El. '76. Enterprise, Fla. (8.)
Whealy, Arthur C., El. '00. Teacher, Dalton. (1.)
Wheatley, Addie M. (Mrs. C. H. Taylor), El. '02. Beloit. (2.)
Wheeler, Abijah C., Lat. '96, Eng. '97. Supt. schools, Garden City. (8.)
Wheeler, Willard J., El. '91. Pres. business college, Birmingham, Ala. (13.)
Wherland, Wilhelmina (Mrs. E. Kauffman), C. S. '84. Hardy, Neb. (5.)
Whitbeck, Jennie A., El. '92, Lat. '93, Eng. '95, B. P. '98. Pres. Sec. K. S. N. (12.)
White, Ambrose, El. '92, Eng. '94. Teacher high school, Kansas City. (12.)
White, John Brister, El. '93, Eng. '01. Principal, Colony. (11.)
White, Julia, Adv. '79. Garnett. (4.)
Whitmore, Alfarata, El. '04. Teacher city schools, Topeka.

Whitney, Mary A., Lat. '89. Teacher K. S. N. (15.)
Whitson, Ida May, El. '89. Ward principal, Spokane, Wash. (15.)
Wick, Myrta L. (Mrs. W. D. Haines), El. '88. Manhattan. (5.)
Wiggam, Horace G., Lat. '91. Died 1892.
Wiggam, Mrs. Jennie B., El. '91. Emporia. (2.)
Wilbur, Hettie (Mrs. Geo. Elstun), Lat. '91. Colorado Springs, Colo. (4.)
Wilbur, Lestie, El. '97. Teacher city schools, Grand Junction, Colo. (7.)
Wilbur, Simeon E. L., '88. Died 1902.
Wilcox, Ida R. (Mrs. David Halley), El. '91. Salina. (12.)
Wilcoxson, Myrtie L., El. '01. Asst. principal high school, Long Island. (3.)
Wilkin, Ada, El. '04. Teacher city schools, Hutchinson.
Wilkin, Mary E., El. '91. Bow Creek. (4.)
Wilkinson, Addie, El. '03. Teacher city schools, Emporia. (1.)
Wilkinson, Alice, El. '03. Teacher city schools, Norton. (1.)
Wilkinson, Geo. E., Eng. '91. Alton, Ill. (7.)
Willcox, Alton G., '01. Junction City. (1.)
Willett, Delpha, El. '00. Teacher city schools, Lyons. (4.)
Willett, Olive (Mrs. Roberts), El. '88. Hutchinson. (4.)
Williams, Albert, El. '01. Castleton. (1.)
Williams, Alice Vine, El. '94. Teacher city schools, Kansas City. (10.)
Williams, Charles H., El. '94. St. Louis, Mo. (6.)
Williams, Clarence M., '93. Horton. (7.)
Williams, Jennie, El. '03. Teacher city schools, Emporia. (1.)
Williams, Mary A. (Mrs. C. T. Cavaness), '69. Chiles. (2.)
Williams, Mary Elizabeth, El. '03. Teacher city schools, Emporia. (1.)
Williams, Reese M., El. '04. Teacher Auxiliary Man. Tr. School, Pittsburg.
Williams, Samuel D., El. '89. Teacher city schools, Sioux City, Iowa. (15.) ?
Williams, S. Ella, El. '93. Died 1902. (5.)
Williams, Sophia May, El. '02. Principal, Urbana. (2.)
Williams, Virginia, El. '82. Teacher, Frisco, Colo. (17.)
Willis, Blanch, El. '04. Teacher high school, Coffeyville.
Wills, Myrtle, El. '04. Teacher city schools, Iola.
Wilmore, Carrie E., El. '00. Teacher city schools, Wichita. (3.)
Wilson, Anna M. (Mrs. W. J. Veale), Lat. '91. City of Mexico, Mexico. (4.)
Wilson, Dora, '74. Atchison. ?
Wilson, E. A. Estelle F. (Mrs. John Frazier), El. '90. Durango, Colo. (6.)
Wilson, Henry I., El. '03. Teacher, Broken Arrow, I. T. (1.)
Wilson, Nora (Mrs. H. J. Schilling), El. '90. Kansas City, Mo. (3.)
Winslow, Julius M., Lat. '95. Kansas City. (8.)
Wishard, Lewis H., El. '89. Principal high school, Iola. (15.)
Witt, Geo. N., El. '95, Lat. '97. Died 1899. (4.)
Witt, Mrs. Ida M. Bromley, El. '96. Teacher city schools, St. Louis, Mo. (5.)
Woehner, Louise W. (Mrs. Stall), El. '92. Kansas City. (1.)
Woerner, Irene J., El. '02. Teacher city schools, Atchison. (2.)
Wohlford, Minnie K., El. '99. Student univ., Denver, Colo. (4.)
Wolcott, Carrie A., El. '97. Teacher city schools, Parsons. (7.)
Wolf, George Melden, El. '90. Urbana. (5.)
Wolfe, Raymond Guy, El. '00. Smith Center. (2.)
Wolfe, Sarah A., El. '04. Teacher city schools, Liberal.
Wood, Emma J. (Mrs. M. C. Hodge), El. '79. Rialto, Cal. (2.)
Wood, Inez (Mrs. Jackson), El. '91. Eureka. (5.)
Wood, Margaret May, El. '02. White City. (2.)
Wood, Thomas M., '95, Lat. '98. Student K. S. A. C. (8.)
Wood, William W., '96, Lat. '99. Principal, Wetmore. (8.)
Woodford, Grace, El. '99. Teacher city schools, Topeka. (5.)
Woodhead, Georgia M., El. '04. Student K. U.
Woodhead, Mrs. Lucy E., El. '04. Lawrence.
Woodmansee, Grant, El. '93. Teacher, Alva, Okla. (11.)
Woodrow, Lorena M., El. '99. Student univ., Granville, Ohio. (5.)
Woods, Carrie E. (Mrs. Phillips), El. '89. Died 1899. (5.)
Woodside, Forrest, '95. Principal schools, Calhan, Colo. (3.)
Woodside, Mariam, El. '03. Student K. S. N. (1.)
Woodward, Sarah E., El. '01. Kansas City, Mo.
Woodward, Wm. E., El. '86. Kingfisher, Okla.
Worcester, Martha J., El. '94. Teacher K. S. N. (10.)

Wortman, Jacob G., El. '91. Mound City. (9.)
Wortman, Lois H., El. '02. Teacher city schools, Kansas City. (2.)
Wright, John C., '01, Lat. '02. Teacher Central high school, Kansas City. (3.)
Wright, Samuel M., Lat. '01. Greeley, Colo. (2.)
Wyant, Virgie A., El. '00, Lat. '03. Teacher city schools, Cedarvale. (4.)
Wyant, Zinta E., El. '98, Lat. '01. Cedarvale. (5.)
Wyatt, Edgar A., El. '96. Principal, Steamboat Springs, Colo. (8.)
Wyatt, Stella (Mrs. D. B. Brummitt), El. '92. Chicago, Ill. (3.)
Wyckoff, Ella, El. '01. Teacher city schools, Independence. (3.)
Young, Mrs. Carrie F. Keezel, El. '90. Wakarusa. (4.)
Young, Flora R., El. Eng. '81. San Diego, Cal. (5.)
Young, John W., Eng. and Lat. '82. Ward principal, Alameda, Cal. (21.) ?
Young, Maude Ethel, El. '98. Teacher city schools, Emporia. (5.)
Young, Pearl R., El. '01. Student medical college, Kansas City, Mo. (3.)
Young, Sherman P., El. '96. Wakarusa. (6.)

Students' Loan Fund.

Report of condition October 1, 1904.

Gift class of 1899	$111 60		
Gift class of 1900	107 56		
Gift class of 1901	141 65		
Total gifts to fund		$360 81	
Gained by interest		113 87	
Face value of outstanding loans			$460 33
Unpaid interest		.....	14 35
Present value of fund		$474 68	$474 68

Class Gifts to the School.

Since the Senior class discontinued the presenting of class banners, the annual gifts have been as follows:

1893—Statue in Carrara Marble, "His First Lesson."
1894—Statue in Carrara Marble, "Her First Lesson."
1895—Portrait of Judge Kellogg, first President.
1896—Fountain at West End of Building.
1897—Tablet in Wall of Corridor, Main Building.
1898—Portrait of Doctor Taylor, then President.
1902—Ornamental Window in Library.
1903—Electroliers in front of Library.
1904—Ornamental clock for Library.
1899, 1900, 1901—Students' Loan Fund (see report above).

Alumni Class Roll.

1867. (2)

Plumb, Ellen
Watson, Mary J.

1868. (4)

Ela, Mary E.
Norton, Alice L.
Patty, Josephine L.
Slocum, Josephine

1869. (9)

Brown, J. N. D.
Cavaness, Charles T.
Nichols, Martha J.
Poplin, H. L.
Spencer, Martha P.
Stewart, Thomas A.
Ticer, T. G.
Upton, Matilda
Williams, Mary A.

1870. (5)

Bales, David M.
Durean, Mary L.
Spangler, John M.
Hawkins, Hattie S.
Storrs, Nellie

1872.)

Daniels, L. C.
Davis, Samuel H.

1873. (3)

Davis, Clara
Rawlins, Clara
Vail, Hettie G.

1874. (15)

Campbell, Jennie
Cole, Nellie
Dickerson, Mary L.
Gridley, Ansel
Haggard, Henry
Howard, Eva
Kennedy, Guy L.
Melville, Anna
Norton, Lillian
Rogers, Sadie
Spaulding, Dellie
Stinson, Anna
Thurston, Nettie
Ward, Hattie
Wilson, Dora

1875. (18)

Davis, Althea
Goddard, Carrie
Goodrich, Amalie
Hill, Joseph H.
Kirker, John F.
Klock, James E.
Light, Charles M.
Marter, Albert
Meek, Thomas
Melville, Emma
Overstreet, Mary
Partch, Effie
Piper, Hattie S.
Roberson, H. L. F.
Ross, Mrs. B. C.
Slack, Cornelia
Thompson, Ella L.
Way, Isaac Taylor

1876. (17)

Advanced Course.

Gordon, Laura
Gridley, Ansel
Hill, Joseph H.
Murdock, Ella
Ward, Hattie

Elementary Course.

Bennett, Flora
Clayton, Joseph
Davis, Buel T.
Davis, Margaret M.
Davis, Roxanna
Gordon, Alice A.
Gordon, Emma
Janney, Lizzie
Romigh, Sarah
Sherwood, William
Stubbs, A. W.
Wharton, O. B.

1877. (5)

Elementary Course.

Dyche, L. L.
Goodrich, A. C.
Meek, Faye
Pickett, C. T.
Rees, M. Luther

1878. (2)

Elementary Course.

Blandin, Lucila
Hinkle, Sadie C.

1879. (12)

Advanced Course.

White, Julia

Elementary Course.

Campbell, Thomas P.
Conway, T. W.
Davis, Anna
Ewert, Henry H.
Herbert, Mary
Hodge, Morgan C.
Howard, Mary
Howard, Nora
Pomeroy, Carl H.
Turner, Nellie M.
Wood, Emma J.

1880. (11)

Advanced English Course.

Kizer, Frank

Elementary English Course.

Bixler, Elinor M.
Clepper, John L.
Dixon, Asenath E.
Ford, Henry C.
Higgins, Florence A.
Pearce, Franklin F.
Rath, Louisa M.
Rees, William
Smith, M. C.

Academic Course.

Severy, Calvin L.

1881. (21)

Advanced English and Latin Course.

Rees, William

Advanced English Course.

Dyche, Bertha B.
Ford, Henry C.

Elementary English Course.

Arnold, Elizabeth M.
Axtell, Florence
Bradley, James T.
Brown, Callie
Combs, Samuel Leslie
Davis, Emma K.
Edson, Margaret E.
Gallagher, Geo. B.
Gibson, Charles E.
Greer, Anna L.
Hassler, Alvaretta E.
Hodge, Ida M.
Kirby, Emory D.
Secord, Nettie P.
Stout, Rachel A.
Webster, Weltha A.
Wells, Arthur A.
Young, Flora R.

1882. (44)

Advanced English and Latin Course.

Young, John W.

Advanced English Course.

Carll, Anna L.
Gallagher, Theodore S.
Webster, Weltha A.

Elementary Course.

Bissell, Anna M.
Cady, William H.
Combs, Benjamin F.
Davis, Arthur P.
Dudley, Lillian M.
Gentry, Sarah
Hamm, John C.
Hunter, Mary F.
Jones, Albert J.
Ladd, Carrie C.
Newton, Albert H.
Sonnedecker, Nevin W.
Stout, J. Newton
Webster, May
Williams, Virginia

Common-school Course.

Balch, Sadie L.
Bishop, Angelia
Bitler, Estella
Brown, Mary B.
Bunbury, Marian F.
Clark, Flora J.
Davis, Smith M.
Ebey, Carrie S.
George, Emma C.
Goodrich, Amy A.
Grant, Mabel
Hardin, Sebastian C.
Jones, Lizzie A.
Kirby, Mrs. Amanda
Kirby, James J.
McNaughton, Sarah C.
Martin, Lulu K.
Overstreet, Alice M.
Park, Sidney E.
Partch, Susie L.
Spicer, Olive C.
Tucker, Mary A.
Umdenstock, Ida A.
Van Ness, Elmer B.

Academic Course.

Combs, Samuel Leslie

1883. (36)

Advanced English Course.

Cady, William H.
Gallagher, Geo. B.

Elementary Course.

Bolton, Will E.
Davis, Lida
Galle, Peter J.
Gause, Helena
Gipe, Geo. E.
Grant, Martha L.
Holmes, Lulu H.
Horner, Harriet L.
McNally, Eva
Rogler, Adaline

Common-school Course.

Bishop, Carry A.
Bracken, Pamela
Brockett, Hettie L.
Culver, John C.
Dolphin, Mamie E.
Drury, Ellen
Duffield, Hattie
Gerhardt, Katherine
Harrison, William H.
Hege, Gustavus A.
Hiatt, Emma
Higbee, Sallie
Holmes, Sarah G.
Hoover, Sherman
Jones, Eva L.
Kirby, Lucinda
Lillie, Addie
Miller, Clara G.
Miller, Fremont
O'Neill, Rosa B.
Patty, Lucella
Payne, Eli L.
Rich, Hulda
Schenck, John J.

1884. (21)

Advanced English and Latin Course.

Holmes, Lulu Hasseltine

Elementary Course.

Ausherman, Benjamin
Baker, Ida May
Boughton, Wallace S.
Brainerd, Bertha
Collins, Eva
Cretcher, Correa
Haynes, Ella I.
Jones, Myrtle
Loomis, Addie L.
Martin, Emma T.
Miller, Fremont
Smith, Fannie B.
Spencer, Julia Hudson
Stephens, Allen A.

Common-school Course.

Auchard, Robert M.
Loy, Jessie
Minor, John L.
Patty, Lona
Wallace, John M.
Wherland, Williamina

1885. (18)

Latin Course.

Hastings, Bertice C.
Haworth, Rosetta
Reynolds, Thomas H.

English Course.

Newton, Albert H.

Elementary Course.

Bishop, Carry A.
Cunningham, Nellie
Dennis, Hattie
Docking, Alfred
Edwards, Nellie A.
Hadley, Alice
Jacobs, William D.
Kauffman, Emanuel
Kelly, Ella S.
Minor, John L.
Reynolds, Alice Albertie
Simmerwell, Edward A.
Sorter, Charles R.
Stewart, Flora A.

1886. (33)

Latin Course.

Darnell, Callie
Docking, Alfred

English Course.

Bushey, Allen H.
Jones, Albert J.

Elementary Course.

Bradley, Carrie F.
Chamberlain, Louie
Davidson, William Mehard
Duff, Kate V.
Duncan, Lew W.
Gray, Lee M.
Harris, Achsah M.
Hoaglin, Sue D.
Hodgdon, Ida M.
Hutchason, Mary
Kannard, Andrew M.
Leonard, Mary E.
McAllister, John E.
McBride, John H.
McClain, John A.
Mack, Margaret A.
Marshall, Anna A.
Mays, George H.
Minor, Edwin
Minor, Lucy A.
Myers, Stella E.
Nowlin, Clifford H.
Smith, Anna P.
Smith, Clarence J.
Suddock, Matthew M.
Vesie, Anna
Ward, Joseph O.
Woodward, William E.

Academic Course.

Shreck, John A.

1887. (23)

Motto: "*Ut Prosim.*"

Latin Course.

Eckert, David A.
Picken, William S.

English Course.

Miller, Edith S.

Elementary Course.

Barber, Edward T.
Bowman, Harriet
Coffman, T. C.
Coulter, Mary E.
Crooks, Alexander D.
Frazier, L. Ella
Goff, Carrie
Hand, Eddie T.
Howell, Jessamine K.
Jones, Mrs. Minnie B.
Judd, Alfreda
Judd, Etta
Kirby, Eleanor R.
Kruse, Henry O.
Myler, Emberson W.
Rhoads, John C.
Rose, Laura E.
Rose, Louise E.
Rudisill, Mary E.
Thornley, Miriam O.

1888. (41)

Motto: "*By Counsel and Help.*"

Latin Course.

Bradley, Elouise
Owsley, Leroy.
Pearson, Walter J.

English Course.

Jones, Myrtle
Ruggles, William Spencer

Elementary Course.

Baker, Lura M.
Barrows, Edwin P.
Blunk, Anos M.
Brown, Laura E.
Ferguson, Carrie
Fisher, Kittie M.
Gebhardt, Emma
Gibson, Allice
Gridley, Emma L.
Harry, Clara A.
Holsinger, Mary R.
Hosler, Mrs. Ida R.
Kelly, Elizabeth G.
King, Margaret A.
Lewis, Emma J.
McClintock, Oliver P. M.
Mack, Nellie
Marshall, John M.
Moore, Theodore B.
Nowlin, Clara M.
Orem, Elizabeth
Paddock, Anabel
Perry, Orlenzo V.
Piatt, L. Ella
Putnam, Letha
Riley, Lillian M.
Sands, Florence,
Spiers, Antoinette
Stearns, Richard O.
Stewart, Lillian M.
Stewart, Maude R.
Sutton, Eli R.
Washer, Mary M.
Wick, Myrta L.
Willett, Olive

Academic Course.

Wilbur, Simeon Elihu Lewis.

1889. (41)

Motto: "*Non Formaned Spiritus.*"

Latin Course.

Bogle, Artemas Melvin
Whitney, Mary Alice

English Course.

Jones, Humphrey William
Minor, Lucy Ann

Elementary Course.

Adams, George Irving
Armstrong, Lyman Herbert
Bacon, Laura Kate
Bowles, Anna Bowen
Brazil, Jeannie H.
Brooks, Jennie May
Brown, Love
Campbell, Thomas William
Cochran, Lucy Annis
Collins, Nellie Louise
Evans, Alice Lee
Ferguson, Daisy Dutton
Frazier, John
Gause, Ida May
Gordon, Joseph Wesley
Harris, Laura Bell
Johnson, Ora Anna
King, Meggie M.
McCoy, Martha Scott
Miller, Frances E.
Orem, Rebecca
Phillips, Albert Shelton
Piatt, Marcellus
Reed, William Wallace
Rhodes, Jemima O.
Rhodes, Jeremiah Milton
Rudisill, Flora Alice
Spiers, Gertrude
Stevenson, William Clarence
Tear, Daniel Ambrose
Waring, Fannie
Whitson, Ida May
Williams, Samuel Douglas
Wishard, Lewis Henry
Woods, Carrie Ellen

Academic Course.

Jay, Inez
Parker, Albert Lincoln

1890. (53)

Latin Course.

Adams, George Irving
Alexander, Ulysses Stover
Barrows, Edwin P.
Colestock, Mrs. Minnie A.
Hodgdon, Ida M.
Hogle, Ada
Jay, Inez
Kennedy, Asa Dutton
Owen, Hugh Allen

English Course.

Culver, Chester Murphy
Freeman, Clarence Everett
Mallory, Maranda
Murphy, Charles Allen

Elementary Course.

Bailey, Laura Delove
Baxter, Louis Warren
Bishoff, Mark Lincoln
Bracken, Mattie John
Brown, William Brazil
Carman, Alice
Carpenter, Myrtle Luella
Cochran, Hattie Luella
Cochran, Mary Louisa
Colburn, James Miller
Culver, Hattie Margaret
Drake, Bertha Mae
Grant, Grace Fannie
Hench, Elmer Ethridge Ellsworth
Griffith, Susan Marilla
Hiner, Lucie A.
Holman, Arminta
Hubbard, Flora
Hutchings, Charles William
Jones, Ida Lillian
Jones, Rosa May
King, Julia Belle
Kirkendall, Grace Marguerite
Knowles, Julia Adgate
Knowles, Sarah Cecelia
Kyser, Willis Melvin
Mack, Lovilla Lydia
Madden, May Belle
Maxson, Jeannette
Metzger, Violetta Eugenia
Montgomery, Samuel Newton
Rubow, Laura Anna
Smith, Elizabeth Ada
Spence, Mary Olive
Thompson, John A.
Weaver, Anna Grace
Wilson, E. A. Estelle
Wilson, Nora
Wolf, George Melden
Young, Mrs. Carrie Kessel

1891. (65)

Motto: "*Veritas Petenti Obvenit.*"

Latin Course.

Anderson, Mary Elizabeth
Brown, William Brazil
Cunningham, Nellie
Goodman, Chas. Wilberforce
Manning, Harris W.
Preston, Charlotte Melinda
Stilwell, Clara Estelle
Wiggam, Horace Gilbert
Wilbur, Hettie
Wilson, Anna Mima

English Course.

McClurkin, Cyrus Cameron
Utter, Oliver Lincoln
Wilkinson, George El Dorado

Elementary Course.

Bacon, Henrietta Elizabeth
Ballinger, Lulu
Barnes, Laura Cordova
Best, Alice Elizabeth
Best, Jennie June
Black, Emma
Black, Ida Elizabeth
Brinkerhoff, Charles Nelson
Brown, Benjamin Eli
Childears, Nora.
Christian, Mattie Gertrude
Coffman, Alka Blanche
Cooper, James Thomas
Culver, Marian Allie
Enloe, Enoch Licurgus
Etrick, Amalia Augusta
Fisher, Kate
Gantz, William Oscar
Grant, Malvina Gertrude
Hall, William Bastow
Hays, Frances Seymour
Hughes, Clara Osea
Johnson, Charles Edward
Kenwell, Joseph Cyrus
King, Mary Lenora
Kittell, George Henry
McCartney, Ethel Blanche
Maddox, Maude Miller
Manser, Virginia Lee
Mellor, Sophia Gertrude
Meskimen, Lillie May
Miller, Della May
Parsons, Hiram Alzamon Melvin
Rhodes, Allie May
Ruggles, Robert Mitchell
Sax, Arthur Oreatus
Slocum, Carrie
Smith, Maude Dell
Smith, Sarah Louisa
Thompson, Mary Western
Tiffany, Louisa
Wheeler, Willard James
Wiggam, Jennie Berkshire
Wilcox, Ida Rosella
Wilkin, Mary Elizabeth
Wood, Inez
Wortman, Jacob G.

Academic Course.

Calhoun, Julian Cassius
Clarke, Elva Enola
Cobb, Benjamin
Collette, Alonzo McGee

1892. (77)

Motto: "*Ex Vi ad Vim.*"

Latin Course.

Bowman, Ola
Freas, Thomas Bruce
Hanna, Thomas Bertram
Healy, Emma Sophia
Liggett, Roy Shannon
Murphy, Charles Allen
Norris, Eunice Janet
Spiers, Gertrude
Webb, Alberta Irene

English Course.

Balcomb, Ernest Elwell
Clarke, Elva Enola
Crissman, George
Davis, John
Davis, Kary Cadmus
Liggett, Florence Jane

Elementary Course.

Albach, Louisa Bertha
Bacon, Adeline Maria
Baird, Mary Brooks
Ballew, Thomas Joseph
Betty, Evangeline
Binford, Gurney
Boersma, Celia
Boersma, Jessie
Bogar, Thomas Portrum
Brookover, Jessie Irene
Brown, Ora Chilnissae
Calvert, Edna
Christian, Jennie Dott
Cramer, Kate
Crichfield, Laura Isabelle
Culter, Horace M.
Cunningham, Maude
Elder, Anna
Elder, Serena Elenor
Ellis, Lorena
Ellis, Sarah Ann
Ferguson, Lu Etta
Fitzgerald, Nettie Florence
Fogleman, Samuel Lincoln
Fowler, Charles Sherman
Gaw, Emma Belle
Gilman, Hattie Grace
Gordon, Frank Elwood
Harman, Mary F. B.
Harmon, Oscar Guy
Holman, Ida Codista
Humphrey, Laura Edna
Jesse, Ethel Mary
Johnson, Rosa May
Johnston, Junia Amanda
Longenecker, Florence R.
McMahan, Arminta Mossman
Madden, Robert Thornton
Manser, Mary Ruth
Milligan, Edith Isabel
Munson, Mary Jeannette
Muntz, Sybilla Susan
Myler, Ada Douglas
Nelson, Maggie
Payne, Eli L.
Phenicie, Jessie May
Robson, Margaret
Rohrer, Etta Matilda
Russ, Russell Station
Starcke, Julia Rosetta Ida
Sutton, Lucy Isabel
Van Voris, William Arthur
Walker, Gilbert Almarion
Watts, Eva Newman,
Welty, Carrie Elizabeth
Whitbeck, Jennie Augusta
White, Ambrose
Woehner, Louise Walter
Wyatt, Stella

Academic Course.

Carney, Albert Burton
Coleman, William Coffin
Hall, Lathrop James

1893. (114)

Motto: "*Requiris Opportunitatem Circumspice.*"

Latin Course.

ouis Warren
William Coffin
hester Murphy
ellie Maud
Finney, May Elizabeth
McMahan, Arminta Mossman
Montgomery, Sadie Louise
Shepherd, Earl Russell
Shively, Charles Arthur
Utter, Oliver Lincoln
Whitbeck, Jennie Augusta

English Course.

Charles Edward
Johnson, Rosa May
Tolman, Grace Eldred

Elementary Course.

Ella
ouie Eloise
y May
Ella
resa Marie
da May
, Cora
xie Ellen
Beatrice
lara Cecilia
modore Foote
ezekiah
enelope Nellie
ora Mabelle
sie Araminta
raham Lincoln
, Edgar Harry
Katie Evangeline
Lucy Elizabeth
ouise Augusta
elila Sophia
lary Marincia
, Arthur Hiram
lizabeth
nna Bell
Jennie C.
William Henry
Hugh Boardman
orence
ny Alvira
Held, Cora Emilie
Held, Eva Mary
Hodson, Lillie May
Jay, Almeda
Jones, Maude Augusta
Kelly, Thomas White
King, Grace Adeline
Kinkead, George Wakeman
Kirk, Utie Iora
Kittlaus, Emma Louise
Lee, Carrie Amanda
Liggett, Saloma Charlotte
Long, Maggie May
Lutes, Delphine Hortense
McBride, William Hugh
McDonald, Norman
Mapes, Vernon Atwell
Mathias, Mollie E.
Mayberry, James Willard
Miles, Catherine Belinda
Miller, Norma Olive
Miller, William Elonzo
Mills, Albert Taylor
Morris, Grace
Morrison, Harry Butler
Naff, John H.
Nation, James Milton
Nay, Pruella
Patterson, Jennie Kate
Pieratt, James Monroe
Randels, Sarah Elizabeth
Reiber, Willow Bell
Rice, Mary V.
Schmalzried, Mary
Shobe, Nancie Paradine
Sisler, Edna Sells
Smith, Olive Amelia
Smith, Sarah Anne
Speer, Dicie Annabel
Stackhouse, Lelia Theresa
Starry, Clark N.
Stephenson, Leona Ruth
Stout, Aaron James
Stout, Alta Minnie
Stout, Sarah Ellen
Stuckey, Katharine Pearl
Swanson, Tillie Lucretia
Swarens, Barton Leslie
Thomas, Julia Belle
Towner, Charles Clifford
Tyler, Elza Edward
Tytherleigh, Anna Margreta
Walker, Mary Edna
Walker, Mary Ella
Wall, Abraham J.
Whaley, Martha Belle
White, John Brister
Williams, S. Ella
Woodmansee, Grant

Academic Course.

evan
Louis H.
Peter A.
ta I'Dell
DeCamp, Maude Alice
Edwards, Marshall Fletcher
Eggleston, Frank Dunn
Ellis, Leander Dallas
Shannon, Leon William
Thome, Fannie Marguerite
Williams, Clarence Milton

1894. (96)

Motto: "*In Vita Veritas.*"

Latin Course.

Boersma, Celia
Boersma, Jessie
Bushey, Allen H.
Claassen, Peter A.
Epperson, Arthur Hiram
Spence, Mary Olive
Stuckey, Katharine Pearl
Wall, Abraham J.

English Course.

DeCamp, Maude Alice
Mayberry, James Willard
Stout, Aaron James
Towner, Charles Clifford
White, Ambrose

Elementary Course.

Albaugh, Nannie Elenora
Baker, Mary Ellen
Beckley, Candace Irene
Bemis, Nina May
Berry, Mary Elizabeth
Brown, Maud
Chase, Eunice Clara
Clarke, Joseph Washington
Coffman, Hattie Marie
Craig, Jessie Marie
Doughty, Mabel Evelyn
Edgerton, William Myron
Elliott, Ella Etta
Elliott, Elzy Allen
Geiman, Ella Lee
Gould, Elsie Elizabeth
Griswold, Edgar George
Grove, Bennett
Hancock, Ella May
Hancock, Pearl Mary
Harbord, Katherine Gault
Hardy, Linda
Harman, Colfax B.
Hazen, Abraham Lincoln
Higgins, Inez Mary
Hodgins, Sarah Emmeline
Holloway, Elma Pearl
Johnson, Lulu
Johnston, Ida Frances
Johnston, Alice Rebecca
Jones, Catherine F.
Jones, Lena
Kokanour, Sadie
Kuhn, Mary
Landis, Dennis Stache
Long, Rolla Edwin
McMahan, Myrtle May
McClure, Jennie May
McClure, John Brookie
McGill, Mary
McQuiston, Mary Catherine
Means, James Washington
Moore, Eva Elizabeth
Morris, Maude Irene
Myler, Alice Edna
Nelson, Lucy Porter
Oroke, Minnie
Park, Wilbur Horton
Plummer, George Wesley
Robinson, Ernest Francis
Ross, Benjamin Franklin
Russell, Lena May
Scheel, Minnie Rosetta
Simons, Mrs. Clara E. Harris
Shaler, Erma Alice
Shaler, John Nathan
Short, Clara Alice
Spencer, Elizabeth Tantum
Spradlin, Mary Alice
Stephenson, Kate Agnes
Stone, Julia Madge
Stout, Endre D.
Stout, Eva Lenora
Tawney, William Henry
Taylor, Mary Snyder
Thomas, Gertrude Louise
Thompson, Luella Oretta
Trimmer, George Daniel
Walter, Ada Grace
Ward, Albert Eberman
Weir, Annie
Williams, Alice Vine
Williams, Charles Henry
Worcester, Martha Joanna

Academic Course.

Anderson, Eric
Courtney, Charles
Davidson, Robert Leroy
Finley, Maynard Augustus
Grant, Aaron George
Hambleton, Charles Samuel
Henry, Thomas Bravais
Leatherwood, Elmer O.
Stanley, Daniel Logan

1895. (105)

Latin Course.

n, Eric
, Mary Paulding
Hattie Eugenia
Benjamin Eli
gham, Ella
n, Robert Leroy
n, William Myron
Eggleston, Frank Dunn
Etrick, Amalia Augusta
Hambleton, Charles Samuel
Johnson, Charles Edward
McNally, Eva
Orem, Elizabeth
Orem, Rebecca
Pieratt, James Monroe
Reynolds, Alice Albertie
Rice, Mary Virginia
Tyler, Elza Edward
Winslow, Julius Mateo

English Course.

, Emma Ellen
J. N.
, Lulu
Kenwell, Joseph C.
Payne, Eli L.
Reed, Robert Stirling
Shepherd, Grace
Whitbeck, Jennie

Elementary Course.

ler, Emma Jewell
e, Olive May
ll, Sol Augustin
Thomas Percy
ummond S.
rt Read
William Richards
d, William Amos
Caroline May
ertrude Marie
y, Minnehaha
illian Frances
n, Frank M.
Olive
, Minnie Grace
, Mary Elizabeth
ary Elizabeth
scar Charles
, Charles
Hiram W.
n, Harvey James
n, Mary Belle
da Blanch
Ernest S.
Fosdick, Archibald Morris
Foulke, Mary Etta
Frazier, Ormsby Mitchell
Fuson, Flora Adelle
Glenn, Mamie
Goodner, Oriole
Graham, Eliza Jane
Hazen, Calvin Edward
Hobble, Anna Dorothea
Hogue, Sara Louise
Holtzschue, Wilhelmina C.
Howell, Fred Noble
Johnson, Grace
Jones, Ann Miriam
Kent, Cornelius Albert
Kleinknecht, Helen
Kline, Charles William
Lyon, Clarence Howard
McClure, Effie Irene
McClurkin, Hugh Latimer
McCollum, David
McCreary. Mary Louise
Mack, Isabella
Marshall, Florence Margaret
Matson, Louise
Means, Hiram Malcolm
Miller, Estella Beatrice
Moon, Josephine
Moore, Edith
Morrison, Clara May
Nichols, Lillie May
Olson, Anna Josephine
Osborn, Anna Belle
Palmer, Maude
Rawlings, Hester Thompson
Read, Bertha Alice
Robson, Eleanor Jane
Schiller, Emma Louise
Seaman, Wallace Macdonald
Sisler, Della Jarrett
Smith, Walter Grant
Stubbs, Ella Mae
Thomas, Elva Mae
Thomas, Eudora Jane
Turkleson, Elizabeth Matilda
Waters, Silas Arthur
Westfall, Benjamin F. S. W.
Witt, George Nelson

Academic Course.

er, Frederick Denison
rey, Robert
n, Allen Sheldon
Stauffer, William Albert
Stevens, George W.
Wood, Thomas Marshall
Woodside, Forrest

1896. (95)

Motto: "*Dies Diem Docet.*"

Latin Course.

Baird, Mary Brooks
Baxter, Thomas Percy
Beach, James Harvey
Branson, Laura Emeline
Cooley, James Albert
Crary, Lottie Elva
Ford, Jessie Louisa
Hamilton, Maud
Hazelrigg, Millie
Kendall, Addison
Kretsinger, William Samuel
Leatherwood, Elmer O.
McCreary, Mary Louise
Mellor, Sophia Gertrude
Mills, Albert Taylor
Molloy, Anna T.
Osborn, Anna Belle
Pate, William S.
Payne, Eli L.
Ralston, Elmer
Wheeler, Abijah Clement

English Course.

Barnett, Robert John
Fosdick, Archibald Morris
Frost, John
Manser, Virginia Lee
Milligan, Edith Isabel
Peterson, Charles J.
Rich, Minnie
Robson, Eleanor Jane
Smith, George Wildman

Elementary Course.

Baker, Ada Celestia
Beates, Mary Lucy
Bradford, Ira Julius
Cannan, John
Carpenter, Ella Emma
Chamberlin, Alla Maude
Chamberlin, Lura Myrtie
Close, Julia
Cobb, Mary Marcelene
Collins, Maggie Belle
Cook, Walter Amos
Dickson, Alma Teresa
Elkins, Bertha Louise
Ellis, Myrtle
Enderton, Josie Augusta
Estes, Ollie May
George, Alfred
Gerardy, Herman Henry
Glendenning, Helen
Gould, Mary Margaret
Green, Minnie Clyde
Gunkel, Eva Arena
Hannum, Alice
Hollingsworth, Edward Miller
Jarrett, Ulrich
Johnson, Elizabeth Alma
Jones, John Edward
Keys, Stella
Kimble, Clara
Landers, Harriet
Lee, Elizabeth
Lowry, John Albert
McConihey, Charles Foster
McCurry, Laura Jane
Malloy, Henry Edward
Mayberry, Lawrence Wallace
Miller, Maud Elizabeth
Miller, Samuel Alvin
Myers, Maud
O'Connor, John Sylvester
Palmer, Elsie Leona
Perkins, Catherine
Perry, Carrie Elizabeth
Pike, Ida Florence
Rohr, Frances Katherine
Rugh, Lillie Caroline
Rundle, Allie Wilson
Sandborn, Anna Eleanor
Serviss, Bruenettie May
Shedd, Bessie
Stachling, Bertha Flora
Stafford, Edith Nancie
Taylor, Jessie Minerva
Taylor, Myrtie May
Van Amburgh, Harriette
Van Hook, Kate
Watson, Mary Agnes
Witt, Ida May Bromley
Wyatt, Edgar Allen
Young, Sherman Peter

Academic Course.

Beates, James William
Bell, Kate Tuttle
Carney, Earl Morgan
Dunn, Sarah Sibyl
Harvey, William West
Kane, John Henry
Lakin, James William
Sutton, Ulysses Grant
Van Hoose, Grant
Wood, William Wright

Music Course—Piano.

Brooking, Jessie Gertrude
Clarke, Etta I'Dell
Good, Emma
Jones, Hattie Achsah
Watson, Myrtle

1897. (109)

Motto: "*Studium Scientiæ Juventatis Æternæ Fons.*"

Latin Course.

e Tuttle
John
Earl Morgan
Elisha Joseph
ary Marcelene
alter Amos
, George R.
Dumond, Edward Joseph
Finley, Laura Joquette
Gorow, George Franklin
Landers, Harriet
Means, Hiram Malcolm
Morse, Adelaide Jeannette
Perley, Jennie Haskell
Robinson, Ernest Francis
Sandborn, Anna Eleanor
Schenck, George
Sutton, Ulysses Grant
Van Amburgh, Harriette
Van Voris, William Arthur
Witt, George Nelson

English Course.

ary Marcelene
ephtha Wilson
, Ernest Harrison
Maud Estella
Lyon, William Otis
Noyes, Hattie May
Robinson, Ernest Francis
Snyder, Anna
Watson, Mary Agnes
Wheeler, Abijah Clement

Elementary Course.

njamin Franklin
izzie Shaw
laddis Belle
dna
is Florence
ttie Elizabeth
r, Milan Owen
, Emily Lydia
Otto M.
Lyda Clare
lizabeth
Creswell Corbett
Lutie Irene
Naomi Harrah
, Theresa Pearl
Edna Maud
harles Sumner
, Janette Cecil
, James
ra
rances Grace
aura M.
Foulks, Nellie Florence
George, Mary Etta
Goodman, Josephine
Goodwin, Sadie
Graham, Adda May
Graham, Agnes
Hamm, David
Harding, Ellsworth Henry
Heacock, Arnal Burtis
Henry, Emma Louise
Higgins, Grace Alice
Higgins, Marian Villiers
Hill, Mary
Hodgin, Helen May
Hornaday, Edna
Hubbard, Ruth Anna
Ish, Ethel Stoughton
Jenkins, James Louis
Johnson, Emma Alice
Jones, Emma Candace
Lindamood, Clara E.
Lockhart, Andrew
McIntyre, Mary Ray
Martin, Daisy May
Mossman, Dema May
Myers, Charles Wallas
Nall, Georgia E.
Nelson, Elsa Christine
Nichols, James Franklin
Park, Josie Eveline
Peach, Bernice Florence
Perry, John Shearer
Phenicie, Mary K.
Reed, Olive
Salser, Everett Ellsworth
Shepard, John
Smith, Lillian Belle
Sowerby, Mary Elizabeth
Steele, Grace Marie
Stewart, Sallie Wilson
Tangemann, Minnie Margareth
Vaudrey, Clara Isabel
Wilbur, Lestie
Wolcott, Carrie Adelia

Academic Course.

Jesse A.
d, James Elmer
Elias, Edward
Keller, William Heber
Krehbiel, Christian E.
Warner, Beth

Music Course — Piano.

Amanda
Myrtle
Kelly, Grace
Nungesser, Ella
Riley, Laura
Staatz, Adelaide

1898. (128)

Motto: "*Light, More Light.*"

Course for Bachelor of Pedagogy.

Johnson, Charles Edward
McCreary, Mary Louise
Payne, Eli L.
Whitbeck, Jennie

Latin Course.

Barnett, Isabella Cantley
Cain, Grace Sylvia
Cunningham, Horace Milton
Dunlap, Mary Elizabeth
Dunn, Sarah Sibyl
Edwards, Laura Mae
Greider, William Henry
Griswold, Edgar George
Hall, William Bastow
Holloway, Elma Pearl
Keller, William Heber
Kline, Charles William
La Bar, Walter Atcherson
Lakin, James William
Lenker, Lyman Gilbert
Messerley, Charles G.
Shepardson, Edwin Augustus
Sisler, Della Jarrett
Smith, J. Franklin
Smith, Mrs. Susie Knight
Stevens, George W.
Turney, Rosa Margret
Walter, Ada Grace
Wood, Thomas Marshall

English Course.

Cochran, Hattie Luella
Dean, George Adams
George, Alfred
Lakin, James William
McIlvaine, Robert A.
Rose, Charles Montraville
St. John, Lillian Alice
Walter, Ada Grace

Elementary Course.

Agrelius, Frank Ulysses Grant
Allen, Richard
Anderson, Robert Victor
Austin, Helen
Bacon, Mary Emily
Barber, Nettie Winona
Boyer, John Edgar
Braddock, Lois Ella
Brown, Frances Langdon
Carlile, Anna
Christy, Osie K.
Clark, Nina Arstilla
Cook, Emma Agnes
Davis, Julia Ethel
De Vault, Nellie May
Dial, Lillie Christine
Dunbar, James Allen
Edgerton, Thomas A.
Evans, Ola Maude
Farwell, Edwin Roy
Featherngill, Arnaldo Pascal
Gardner, Laura Ellen
Gasche, Carrie Belle
Good, Agnes Victoria
Gordon, Mary Arabella
Griswold, Hubert C.
Hall, Carolyn Anna
Hardy, Trine Marie
Harley, Florence
Harner, Marshall William
Hart, Luther Louis
Hays, Mrs. Hannah Alice
Henry, Charles Cyrus
Heywood, Edna Elizabeth
Holloway, Minnie Etta
Hoover, Jessie May
Hopkins, Nettie Lucile
Horn, Frederick Martin
Hothan, Mary Louise
Howe, Myrtie Belle
Humphrey, Adela Gertrude
Hutchinson, Luella Rebecca
Jones, Elizabeth Margaret
Kelson, Carrie Lurena
Knowles, Jennie McKelvy
Lanning, Ella
McCurry, Ella
Mahin, Francis Milton
Maple, Sadie Alice
Martin, Orpha Lee
Matson, Ethel
Meuser, Elizabeth
Miller, Mary Knowles
Miller,, Mrs. Carrie Lowry
Monney, Lena Josephine
Morris, Myrtle M.
Murray, Laura
Oveson, Raymond
Paradise, James H.
Perkins, Cora Belle
Plackett, Maud Eustacia
Plumb, Luella
Rines, Abbie M.
Row, Ebbidel
Schiller, Kate Sophy
Stevens, Mrs. George W.
Stittsworth, Carrie Blanche
Stratton, Elsie
Stroup, Andrew Benton
Tangemann, Elizabeth
Thomas, Carrie Averill
Walker, Jessie Metta
Wyant, Zinta Elwin
Young, Maude Ethel

Academic Course.

Atkeson, George Langdon
Bailey, Alfred Miller
Detamore, Thomas Patrick
Dunbar, William Leander
Ellsworth, Frank Adelbert
Evans, Nathaniel Preston
Heck, Probasco Nicholas
Jones, Charles Walter
Lucas, George Carroll
McFadden, Henry Samuel
McKinley, Charles
Monteith, Anna
Moore, George Wilfred
St. Clair, Allan Talbott
Tanner, Lulu May
Van Voris, Mrs. Ethel Clark

Music Course — Piano.

Kirkton, Alda

Music Course — Violin.

Goldberg, Alice

1899. (86)

Motto: "*Thought Moves the World.*"

Latin Course.

Armstrong, Lyman Herbert
Atkins, Louie Eloise
Dickson, James
Henderson, Rachel Harriett
Hull, Wickliffe Johnston
Lockhart, Andrew Everett
McDonald, Norman
Mayberry, Lawrence Wallace
Oveson, Raymond
Shepard, John Wesley
Stroup, Andrew Benton
Walter, Maude Mae
Wood, William Wright

English Course.

Ellsworth, Frank Adelbert
Holroyd, Ina Emma
Kent, Cornelius Albert
Philbrook, Eva Louise
Stephan, Bertha

English-German Course.

Cunningham, Horace Milton

Elementary Course.

Aikens, Ardie
Balcomb, Jean Bart
Bates, Nannie Lou
Haugher, Daniel Alpheus
Borland, Lois Bertha
Bowles, Elihu
Brobst, Mary Maude
Brown, Lola Eleanor
Brumbaugh, Verna
Chandler, May
Collins, Ella Agnes
Collins, Grace
Conaway, La Vanche
Crenshaw, Martha Eleanor
Dickey, Blanche Victoria
Ellis, Cora May
Finley, Emma
Ganoung, Edwin Grant
Gillespie, Jennie Belle
Gillott, Nina Dean
Goodman, Minnie Mae
Gray, James Floyd
Grosser, Martha Elizabeth
Grosser, Mary
Hand, Lillie Marian
Hartley, Elizabeth Lynn
Healy, Clara Eva
Henry, Emory Elmo
Ise, Alma Laura
Johnson, Emma
Johnson, Mrs. Jessie May
Kimball, Bessie Grace
Long, Rena May
McCullough, Mary
Milton, Charles
Oldham, Helen M.
Ott, Daisy Isabelle
Ott, Mary Caroline
Page, Gaitha Adolphus
Paterson, Anna
Pearce, Mary Elizabeth
Polqvist, Anna Sophia
Prowse, Carrie Jean
Ramsey, Hamer Davis
Richards, Ada Genevieve
Roberson, Edna Leanna
Seaman, Effie Luella
Smith, John R.
Stepp, Margaret Jane
Taylor, Kittie Mary
Walter, Isa Mae
Ward, Lucy
Wohlford, Minnie Kohser
Woodford, Grace
Woodrow, Lorena Matillijah

Academic Course.

Abbott, Zella
Balcomb, Mary Florence
Balcomb, Francis W.
Chapman, Clifford Claude
Daniels, William Henry
House, Mabel Logan
Johnson, Bertha Josephine
Jones, Nannie Catherine
Lueck, George
Thoroman, Albert Morton
Utz, Irbie B.

Music Course—Piano.

Whims, May

1900. (108)

Motto: "*Vive ad Verum.*"

Latin Course.

Chilcott, Oscar M.
Crawford, James Elmer
Ellsworth, Frank Adelbert
Enfield, Grace May
Maple, Sadie Alice
Matson, Carrie Ruby
Perdue, Mentor J.
Perkins, Cora Belle
Read, Dwight Ripley
Sheldon, Georgia
Sommers, Albert P.
Soult, Maud Leonore
Stackhouse, Lelia Theresa
Taylor, Mary Snyder
Thayer, Elson

English Course.

Bradford, Ira J.
Clark, Nina Arstilla
Dunbar, William Leander
Henry, Emma Louise
Molloy, Anna T.
Smith, Phœbe Jane

Elementary Course.

Arnold, Eleanor Edna
Beckett, Lucille
Benson, Ruth
Black, Jessie Gertrude
Bonifield, Ortha Myrtle Lee
Brown, Mattie Maude
Burney, Frances J.
Challender, Olive May
Christianson, Mabelle
Christy, Zoa Estelle
Clark, Herbert Fletcher
Coffey, Anna Lois
Collins, Lillie May
Cone, Permelia Walton
Cotton, Nellie Agnes
Crawford, Floy Edna
Davis, Obed S.
Dickey, Audrey Mearl
Dils, Margaret Elizabeth
Dixon, Lavina Cecilia
Elwood, Laura
Ericson, Ida M.
Evans, Pearley Ida
Felter, Harry Wilber
Fiddock, Mary Alice
Foster, Annette
Frankenberger, Mrs. Addie E.
Funkhouser, Nellie Lenora
Graham, Lola
Grant, Ralph Rawle
Haines, Alta May
Hays, Ada Elgiva
Hobson, Evelyn Mary
Hoffer, Maude Grace
Jeffries, Edith Sarah
Johannes, Metta Gesine
Joseph, Florence Lee
Kiger, Charles Roy
Leinbach, Florence
Linn, John
Lockhart, Lela Amy
Love, Laura L.
McCreary, Carrie Mae
Madden, May Ellsworth
Marlowe, Laura Genevieve
Menke, Renna Lee
Monce, Bessie
Moore, George Washington
Moyer, Cora May
Murray, Nellie Gertrude
Nash, Lily
Newlin, Carrie
Palmer, Bertha Carrie
Perry, Aria Estelle
Perry, Willia Hannah
Reid, Lizzie G.
Rich, Bertha May
Roby, Lulu Belle
Rogers, Addie Bechtel
Romick, Minnie Louise
Schriver, Margaret Catharine
Shaler, Anna M.
Shank, Myrtle Anna
Shelienbaum, Sophia Elizabeth
Showalter, Edith Eugenia
Sinclair, Benjamin Franklin
Slater, Bartus Winfield
Snow, Marion Stanleigh
Stegeman, Amel
Taylor, Meta H.
Turner, Pearl Emolyn
Vickrey, Mrs. Frances Randolph
Weatherby, Edmond Stearns
Whealy, Arthur Caldwell
Willett, Delpha
Wilmore, Carrie Edith
Wolfe, Raymond Guy
Wyant, Virgie Alice

Academic Course.

Andrews, Vernon Lee
Brobst, Claude Milo
Enfield, Wm. Lester
Gift, Elmer Birdell
Ise, Charles Daniel
Lyon, Willard Earl

Music Course—Piano.

Holmes, Sue D.
Keeny, Lillie V.
Westfall, Margaret

1901. 140)

Motto: "Esse Quam Videri."

Latin Course.

Anderson, W. A.
Bowers, Ephraim M.
Brown, M. Maude
Daniels, William Henry
Evans, Amanda
Felter, Harry Wilber
Frazer, Leila
Hamilton, Bertha
Hart, Mrs. Mina Cook
Knox, Florence
McConkey, Clarence M.
Marshall, Alice S.
May, Rebecca
Miller, Julia D.
Muth, Jennie Olive
Purdum, Iva E.
Putnam, Mabel
Ralston, Margaret Jane
Rankin, Delia
Squires, Walter Albion
Utz, Irbie Belle
Wright, Samuel M.
Wyant, Zinta Elwin

English Course.

Foster, Annette
Taylor, Kittie Mary
White, John Brister

English-German Course.

Utz, Irbie Belle

Elementary Course.

Allbaugh, Edgar Bradshaw
Allison, Myrtle
Atherton, Sarah Anne
Austin, Mabel Minerva
Baker, Annie Florence
Beale, Ione Juanita
Benedix, Margaret Lorina
Best, Mrs. Lucy S.
Blair, Annie
Bowersox, William Lee
Brooks, Charles Henry
Bryant, Henry Harrison
Buck, Daisy Iola
Bullimore, Richard
Bunch, Victoria
Cain, Willis Alden
Campbell, Nettie
Carson, David
Daniel, Orphia Estella
Duff, Bessie C.
Durham, Hugh
Elder, Edith Winona
Ericson, Anna M.
Fain, S. Myrtle
Felter, Elmina Ann
Findley, Edna
Fisher, DeWitt Caswell
Fluker, Effie Maese
Garrett, Sadie
Gifford, Luther Erwin
Goddard, Kate
Goddard, Mary
Green, Jesse Hiram
Grover, Cyril Eugene
Hanna, Ida Evelyeane
Harding, Ethel
Hartsock, Robert E.
Heath, Carrie A.
Heaton, Joanna
Hibner, John Mark
Hooper, Gladys Ella
Horney, Nellie
Houseworth, Lucy Gertrude
Howe, Emma Anita
Huffman, Leslie Tilden
Humes, Elwood
Johnson, Anna Floie
Jones, Bernice Elizabeth
Joseph, Anna
Keller, Anna
Kelsey, Joseph L.
Knappenberger, Bessie Clair
Knott, Joseph Israel
Lanning, Laura Leo
Lindley, Edward Clarence
Linley, Augusta
Lowry, Curtis M.
Lucas, David Lemuel
McDonald, Agnes Mary
McGinnis, Charles E.
Markwell, Maude Catherine
Marshall, Etta Myrtle
Matthews, Mrs. Florence S.
Meuser, Louisa Katherine
Miles, Ethel
Monce, Lillian
Morrison, Katherine
Morse, Carrie May
Mulliken, Albert W.
Myers, Lissa Almeda
Parcel, Lida Catherine
Rankin, Roy
Reynolds, Mary Varina
Robinson, Estella
Rowe, Anna M.
Royer, Marian Sue
Schriver, Bessie Virginia
Sheppard, Alena Annette
Sheppard, Cornelia Jeane
Sheppard, Mary Alice
Spencer, Lila Steele
Stein, John Conrad
Stevenson, Jonathan Lewis
Stout, Eunice Beulah
Thomson, Birdena Roberta
Thoroman, Albert M.
Tredway, Guy Martin
Vance, Stellena Louise
Ward, Wilbert Allen
Wilcoxson, Myrtle Leone
Williams, Albert
Woodward, Sarah E.
Wyckoff, Ella
Young, Pearl Raymond

Academic Course.

Bailey, Thomas Arthur
Brookens, Edwin E.
Bruton, John Pulaski
Emery, Esther Ethel
Magill, Robert Lafayette
Marlar, David Franklin
Masters, Joseph G.
Mossman, Niles Roy
Potter, Ralph Lloyd
Powell, Arthur B.
Thomas, Lillian V.
Thorp, George Everland
Willcox, Alton George
Wright, John Calvin

Course in Music—Piano.

Allen, Viola
Creager, Mrs. Pearl
Marsh, Florence
Robb, Luc

Course in Music—Voice.

Allen, Anna Mae

1902. (153)

Motto: *"Our Creed, Truth; Our Field, the World."*

Course for Bachelor of Pedagogy.

Hogle, Ada

Latin Course.

Arnold, Eleanor Edna
Ausemus, Sarah Emily
Brobst, Mary Maude
Brookens, Edwin Elden
Daniel, Orphia Estella
Durham, Hugh
Enfield, William Lester
Fiddock, Mary Alice
Ganoung, Edwin Grant
Gibson, John Harvey
Gift, Elmer Birdell
Hanson, Carl Emil
Heck, Probasco Nicholas
Johnson, Bertha Josephine
Jones, Pamelia Pearl
Kirkwood, Elizabeth Timanus
Magaw, William Glenn
Peter, Jesse Simon
Royster, William Edwin
Souders, B. Pearl
Thorp, George Everland
Tredway, Guy Martin
Wright, John Calvin

English Course.

Bowling, Alonzo Jesse
Cook, Ernest M.
Donica, Delila Sophia
Edenborg, Alida
Marshall, Etta Myrtle
Paddock, Anabel
Roberts, Bessie

Elementary Course.

Alexander, Clara Grace
Ayers, Frank
Barber, Ella Evangeline
Bennett, Ora
Blaine, Grace Maude
Blaine, M. Pearl
Bohr, Louis Joseph
Bordenkircher, Clare Katherine
Bosley, Vada
Bresette, Linna Eleanor
Brown, Clara Arzelia
Brown, George Alfred
Bullock, Hattie Frances
Burkholder, Mattie C. Grace
Byerts, Nettie
Caldwell, Walter Waldemar
Carlile, Mattie Grace
Carver, Arthur Wakeland
Chapman, Mary J.
Clark, Arthur Miller
Cole, E. Grace
Corder, Della E.
Crichfield, Mrs. Alva Harley
Cunningham, Susan Jane
Davies, Sophia
Davis, Minnie May
Deasy, Nell Elizabeth
Deputy, Lou
Doughty, Cora Mary
Dunlap, Emma May
Edie, Katie Ella
English, Carlos C.
Ensworth, Mary R.
Evans, Nathaniel Preston
Ewing, Clara Virginia
Francis, Etta L.
Francisco, B. Alice
Gasaway, Cecelia
Goddard, Geneva
Golden, Hattie Mabel
Green, Fannie Sharline
Guthridge, Anna Louise
Hackney, Ernest Clarence
Hagaman, Edith Pearl
Haney, John
Harrison, C. Bessie
Hawes, Josie May
Hiatt, May Farr
Holloway, Clara Grace
Hooker, Miriam Helen
Howell, Ada Pearle
Howell, Grace Elizabeth
Howell, May Odessa
Johnson, Hattie May
Johnstone, George Ira
Jones, Margaret
Kemp, M. Lucretia
Kenny, Ada Josephine
Kenyon, Helen Delphine
Knowles, Della
Kugler, Carrie Ester
Laird, Clarence Stanley
Leverenz, Mrs. Kate Reglein
Long, Henry Franklin
McGee, Letitia
McGowen, Elmer Hoover
McLean, Tena Belle
McMurtrie, Minnie
Markwell, Effie E.
Martin, B. F.
Martin, Halcyon
Martin, Mary Blanche
Mehaffie, Stella
Meisner, Wilhelmina
Mitchell, Clifford Alice
Moore, James Franklin
Morris, Belle C.
Muninger, Gabrielle
Myers, Elmer James
Newby, Otto W.
Nichols, Ida Mabel
O'Brien, Grace Ernestyne
Pennel, Charles W.
Perkins, Roxie Esther
Phinney, Royal Victor
Polk, Mrs. Cora Glass
Reneau, Georgia Rosalie
Richert, David H.
Robinson, Theo Pearl
Salisbury, Jennie
Scholl, George Warren
Schryver, Emma Cythera
Sharrard, Kate
Showalter, Grace Leonora
Shuler, Mabel Elizabeth
Smith, Nellie Rebecca
Snyder, Anna Eleanor
Stagg, Belle
Staver, Cora Emma
Steele, Mabel Leonore
Stevens, Mary Owen
Thomson, Eva May
Tracy, Frank D.
True, Helen
Turner, Stella Myrtle
Ware, Charles Milton
Wheatley, Addie May
Williams, Sophia May
Woerner, Irene Josephine
Wood, Margaret May
Wortman, Lois Heloise

Academic.

Blood, John Winter
Bowers, Benjamin Franklin
Fisher, Edgar Joseph
Grubbs, Ora F.
Mossman, Frank D.
Parker, Wilbern Walpole
Peterson, Pierce Gustavus
Washburn, William Clyde

Course in Music—Piano.

Blakely, Ella D.
Fogelberg, Delpha A.

Course in Music—Violin.

Blair, Robert Thomas

1903. 135.

Motto: "*Stamus et Meritis.*"

Latin Course.

Andrews, Laurin Lundy
Brown, John William
Donica, Lovonia Myrtle
Eastman, Oscar F.
Ewing, Clara Virginia
Fuson, Chester G.
Hene, Martha Katherine
Keath, Birnie Ashton
Knott, Joseph Israel
Magill, Robert Lafayette
Martin, Daisy May
Mayhard, Mary E.
Mull, Charles H.
Ruble, Mamie
St. John, Claude E.
Shedd, Bessie H.
Sinclair, Benjamin Franklin
Stevens, Mary Owen
Wyant, Virginia Alice

English Course.

Broom, Byron
Canty, Miles E.
Martin, Orpha Lea
Warner, Beth

English-German Course.

Donica, Lovonia Myrtle

Elementary Course.

Akers, Elizabeth
Aldrich, Bertha
Arnett, Flora Kate
Arnold, Sophia
Berry, Susanna
Bitler, Ina
Botsford, Anna
Bowen, Minnie Alice
Boyles, Ralph Arthur
Brooks, Mary Helen
Burkholder, Catherine
Call, Louetta
Chamberlain, John E.
Coe, Nora Estelle
Coffin, Lewis Albert
Collins, Bernice Eola
Constable, Otis O.
Coverdale, Reuben Allen
Cox, Ellen
Cron, Anna Mary
Cross, Lydia
Crouch, Charlotte Sarah
Daniel, Fama W.
Davies, John
DeBaun, Lois
Dody, Jessie Christena
Dunlap, Ina
Eddy, Lula A.
Engle, Alice N.
Fell, Rosa
Forth, Mary Ellen
Fox, Mabel E.
Fuller, Chloe
Gordon, Mary India
Gould, Julia Maude
Grant, Elsie Mabel
Grosser, Emily
Harbord, Martha W.
Harrin, Frank H.
Harris, Eusebia Maude
Harvey, Anna Pearl
Hemenway, Lydia E.
Henderson, Robert Giles
Henderson, Robert Leroy
Herst, Pearl
Hosack, Thomas S.
Humphrey, Sunshine
Kassebaum, Emma
Kepple, Dessa Alfaretta
Learned, Elmer Ellsworth
Lee, Stephen Earl
Lilly, Maud May
Losey, Anna Louise
Lucas, Asa Walter
Lunceford, Albert Edward
McClure, Stella
McConkey, May
McCoy, Eliza
McCoy, J. P.
MacGiness, Lulu
McKelvy, Esther
McNabney, Charles
Marsh, Mabel
Martin, Morrow C.
Matthew, Ernest Bertram
Meldrum, Ellen Letitia
Meyer, a
Moriarty, Ida atheryne
Neigner, Ida
Olston, Minnie Adelia
Patterson, Hattie Elizabeth
Phillips, Anna Elizabeth
Postal, Lottie E.
Postma, Virgil Elias
Read, Wendell Phillips
Reed, Ida Belle Estelle
Roberts, Russel A.
Schaufler, Bertha
Schmalzreid, Agnes
Schmidler, Sophia
Schwaller, Freda
Shaw, Orville Nelson
Shideler, John Whittier
Shove, Kate
Showalter, Ethe Mary
Shuey, Ethel Mary
Simmons, H. Rosina
Sprague, Julia W.
Steffen, Joseph M.
Stroud, John E.
Stubbs, Ethel R.
Taylor, Charles Henry
Taylor, Fred Arthur
Tefft, John Quincy
Thomas, Edgar H.
Thomson, Nettie Lucretia
Tilford, George R., jr.
Tompkins, Cora L.
Turner, Bernice Helen
Vastine, Captain L.
Veatch, Sarah Frances
Vinson, Nora Adelle
Walter, Beth
Warkentin, John H.
Wendel, Minnie
Wilkinson, Addie
Wilkinson, Alice
Williams, Jennie
Williams, Mary Elizabeth
Wilson, Henry I.
Woodside, Mariam

Course in Music—Piano.

Erwin, Elizabeth Weston
Evans, Louise
Gahan, Mrs. May Morrison
Johnson, Ethel Kinney

Course in Music—Violin.

Cleveland, Carl G.

Course in Music—Voice.

Good, Edna

1904. (248.)

Motto: "*Not the number of days, but the fullness thereof.*"

Latin Course.

Bieber, Emma Alice
Blood, John Winter
Deputy, Mary Lee
Finlayson, Elizabeth
Graves, Hugh C.
Hackney, Ernest C.
Humes, Elwood
Ise, Walter
Kent, Harry Llewllyn
King, Clyde L.
Lee, Floyd B.
Lunceford, Albert Edward
Masters, Joseph G.
Myers, Elmer James
Ridnour, Ethel June
Rishel, Arthur M.
Seal, Harvey C.
Shideler, John Whittier
Snyder, Anna Eleanor
Ware, Charles Milton
Weatherby, Edmond Stearns

English Course.

Boyles, Ralph Arthur
Langley, Frank
Miller, William Vernon

Elementary Course.

Adams, Margaret L.
Adams, Rose
Allen, George A., jr.
Amyx, Henry Bascom
Anderson, Gertrude
Archer, Blanche Zelma
Backlund, Hattie
Baird, Mary Marincia
Baker, Andrew Jackson
Baker, Joseph Jefferson
Baker, Lilian C. W.
Bassett, Albert J.
Beatty, M. Annette
Bieber, Etta Arminda
Blanchard, Jessie
Boal, Mary S.
Bohr, Frank
Boyd, Ida E.
Brann, Lura Belle
Brogan, Anna Helen
Brookens, Elgie Clifford
Brown, Ada A.
Brown, Delta May
Brown, Royal Allen
Bunning, Edith Kathleen
Butler, Mary
Buxton, Anna
Buxton, Cora G.
Carter, Anna
Carter, Ida Estella
Cash, Annie M.
Cash, Charles Chester
Chance, Kathryn Gray
Chapman, Mina
Chellis, Mollie
Cleveland, William Roy
Clewell, Harry E.
Clymer, Edna
Clymer, Pearl Orsyth
Coffin, Frances
Colton, Martha
Conner, David E.
Conron, Nellie M.
Cook, Gracia
Coover, Oakey D.
Cornelius, Grace
Cotton, Lilla May
Coughlin, Edward Henry
Coughlin, Robert Emmett
Crawford, Ethel D.
Crouch, Annie Georgianna
Culp, Cornelius, jr.
Curry, Mame
Darrough, Abbie
Davidson, Effie B.
Davis, Harry Jefferson
DeLapp, Ethelene
Dexter, Minnie Etta
Diehl, Minnie Grace
Dillon, Mollie
Drew, Clara Maud
Dubach, U. Grant
Duckworth, Horatio C.
Dunaway, Helen L.
Ebright, Carrie
Essick, Hattie
Ewing, Anna Clara
Farmer, George H. C.
arnsworth, Jennie Augusta
Fent, Ernest W.
Fessenden, Ersel Miles
Flinn, Gertrude
Foley, Louise
Free, Ethel G.
Frith, Alice G.
Frogge, Charles Houston
Funk, Lowell
Garretson, Aletta M.
Gasaway, Sue Esther
Gates, Hattie E.
Gayden, Floyd
Gernon, Anna
Gerteis, Bertha
Goddard, Annie
Goodman, Ida
Gordon, Arvilla Blanche
Griffee, Leroy D.
Griffee, Mrs. Lucy Williamson
Gruwell, Francis W.
Haggerty, Burt W.
Haight, Edith
Hail, Edith G.
Haney, Edward
Harder, George Elmer
Harris, Fred
Harris, Lucy
Hawkins, Hester D.
Hawkins, Lillian M.
Hibberd, Ida May
Hildreth, Clara
Hilleary, Charles M.
Hobble, Harriet
Hoffman, Anna Marie
Holthaus, Mabel Alice
Hopkins, Annie P.
Horton, Elizabeth Emma
Hosford, Harriet C.
Hoy, Mary
Humes, Maurice
Hungerford, Herbert B.
Hunter, Agness Belle
Huston, Mrs. Emma G.
Icke, Mary E.
Inches, Jennie M.
Ise, Hulda
Kaiser, Arthur A.
Kell, Birdie Grace
Kelly, Charles
Kennedy, Ada
Kenyon, Elfrieda G.
Kirby, Clara E.
Kirchner, Mrs. Della Layman
Kratochvil, Emil
Lane, Frank P.
Leaf, Grace Mildred
Learned, Mrs. Carrie Wright
Lee, Dollie
Leverenz, Minna
Lilly, Daisy
Lindblade, Christine
Lindsey, Jessie
Lindsey, Mollie
Lindsey, Nellie
Lippincott, Allie Medora
Long, Samuel Stover
McCoy, Anna
McCrary, Grace
McElroy, Maude
McSherry, Anna D.
Maddox, Lulu K.
Mahin, Charles A.
Manahan, Fred H.
Martin, Winnifred

1904—*Concluded.*

Elementary Course—*Concluded.*

s, Ira Harwood
r, Sonora
l, Frank
l, S. Eva
r, George Robert
Jessamine
Virgil Holland
, David
on, Edna B.
Cora Juanita
au, Howard J.
, Mattie
Ella
, Thomas E.
d, Etta Blanche
Gertrude L.
l, Pauline
Ruth Anna
Ethelyn W.
Ethel May
Bertha May
tt, Sarah
Lula Pearle.
, Minnie Agnes
ames A.
Alma Irene
Edith M.
Rogers, George Earl
Rogers, Jessie Edith
Rosendale, Christena
Roser, Alice Minerva
Rusch, Herman F.
Russell, Ella May
Salmon, Noah D.
Sanborn, Harry D.
Sayre, Alva H.
Schaub, Louise M.
Schmidler, Lulu May
Shaffer, Ida May
Shearer, Lawrence Monroe
Sheedy, Dennis J.
Shoup, Mabel I.
Skinner, Loretta May
Slaughter, Julia May
Slayton, Grace
Smith, Charles Marion
Smith, Jessica
Smith, Mrs. Ida Giger
Snyder, Frances I.
Sproat, Addie Maud
Stark, Adeline Maud
Steen, William Orlando
Stevenson, E. May
Stewart, Blanche
Stewart, John B.
Stout, Lois
Stubbs, Grace M.
Taggart, Maude Matilda
Taplin, Myra
Tear, Grace
Thayer, Burt G.
Thompson, Clarence Arthur
Thompson, Earl L.
Thompson, Eli Dudley
Thompson, George O.
Thompson, Roy
Tredway, Charles E.
Troutman, Virginia
Turner, Mabel Orcutt
Vrooman, Lulu Elsie
Waller, Mrs. Mabel Rogers
Weisser, Helen
Wetzig, Hannah Amelia
Whitmore, Alfarata
Wilkin, Ada
Williams, Reese M.
Willis, Blanch
Wills, Myrtle
Wolfe, Sarah Alice
Woodhead, Georgia Madge
Woodhead, Mrs. Lucy E.

Course in Music—Piano.

, Gertrude
Faye
Van Laningham, Lola
Wilkinson, Edith Lucia

Course in Music—Violin.

Starke, G. Sydney

Course in Music—Voice.

, Ralph
Chenoweth, W. E.

Program, Third Ten Weeks, 1904-'05 (November-January).

BEGIN. A. M. Nov. 14.	BEGIN. A. M. Regularly.	MISS HAMILTON.	MR. HILL.	MR. GLOTFELTER.	MR. TRIPLETT.
		Room 58.	Room 49.	Room 36.	Room 46.
8:10	8:10	Latin, 2.*	Latin, 1.*		
8:25	8:55	Latin, 1.	Latin, 4.	Gen'l Methods, No. 17.	Psychology, VI.
8:40	9:40	Orthography.	Etymology.*		Etymology.
8:50	10:20	Latin, 3.	Hist. of Ed.		
9:05	11:05	Latin, 2.	Latin, 6.		Phil of Ed.
9:20	1:50	Latin, 5.	Latin, 3.*		Psychology, IV.

BEGIN. A. M. Nov. 14.	BEGIN. A. M. Regularly.	MISS JONES.	MISS McNALLY.	MISS WORCESTER.	MISS COCHRAN.
		Room 48.	Room 60.	Room 27.	Room 75.
8:10	8:10		Rhetoric.*	Grammar.*	
8:25	8:55	Eng. Lit.	Rhetoric.		Grammar.
8:40	9:40		Orthoepy.*	Orthography.*	
8:50	10:20	Eng. Lit.*		Grammar.*	Grammar, Sp.
9:05	11:05	Lit. Crit.	Rhetoric.	Lit., Special.	
9:20	11:50		Rhetoric.*	Grammar.*	Grammar.

BEGIN. A. M. Nov. 14.	BEGIN. A. M. Regularly.	MISS MARSLAND.	MR. PAYNE.	MR. ELLIS.	MISS TAYLOR.
		Room 51.	Room 47.	Room 28.	Room 56.
8:10	8:10	Elocution.*	Algebra, II.*	Arithmetic.*	Algebra, V.
8:25	8:55	Elocution.	Algebra, II.*	Algebra, II.	Arithmetic.
8:40	9:40	Orthoepy.*	Orthoepy.	Orthography.	Orthography.
8:50	10:20	Oratory.	Arith. Methods, Wed., 5 p. m.	Arithmetic.*	Arithmetic.
9:05	11:05	Reading, Special.	Geometry.	Algebra, Special.	Arithmetic, Special.
9:20	11:50	Elocution.*	Geometry.*	Arithmetic.*	Arithmetic, Special.

* First half.

Program, Third Ten Weeks, 1904-'05 (November-January).

MR. SAMSON.	MR. WILBER.	MR. RHODES.	MR. RITCHIE.	MISS WHITNEY.
ROOM 46.	ROOM 14.	ROOM 57.	ROOM 38.	ROOM 54.
Physical Train., VIII.	School Law and Management.*	Polit. Econ.	Gen. History.* (Greek.)	U. S. History, Special.
				Civil Law, Special.
	Spelling, Special.		Orthoepy.	
	School Law and Management.	Gen. History. (English.)	Gen. History.* (Oriental.)	Hist. and Law.*
	Kan. Hist.	Gen. History. (English.)		Hist. and Law.
	School Law and Management.*	Gen. History. (Roman.)*		Par. Law, Wed., 4 p. m.

MISS DUDLEY.	MR. ABBOTT.	MISS GRIDLEY.	MISS MORRISON.	MR. GAUSE.
ROOM 53.	ROOM 19.	ROOM 61.	ROOM 62.	ROOM 55.
German, 4.	Man'l Tr'g, 6-8, Wood Carving.		Drawing, I.*	Penmanship, Special.
German, 1.	Man'l Tr'g, 3-5, Woodwork.	Drawing, I.		Bookkeeping, Special.
Orthography.	Orthography, No. 20.			Orthography.*
German, 3.	Man'l Tr'g, 1, Drawing.*	Man'l Tr'g, 2, Drawing.	Drawing, I.*	Bookk'p'g and Penmanship.
German, 2.		Drawing, I.	Drawing, I.*	Bookk'p'g and Penmanship.
French, 1.	Man'l Tr'g, 9-11, Clay Modeling.	Drawing, I.	Drawing, I.*	

MR. BOYLE.	MR. WOOSTER.	MR. IDEN.	MR. VAN VORIS.	MR. ELLSWORTH.
ROOM 74.	ROOM 26.	ROOM 44.	ROOM 25.	ROOM 59.
	Botany.	Physics, IV.	Physiology, IV.	Geography.*
	Geology, VII.	Physics, V.		Geography, Special Polit.
	Orthoepy.	Etymology.	Orthography.*	Orthography.*
Music, III.	Botany.*		Physiology, VII.	Geography, Special Phys.
Music, III.	Zoology.		Physiology, Special.	Geography.
Music, V.		Chemistry, VI.		Geog. Meth., Wed., 5 p. m.

* First half.

Appendix.

ONE-YEAR STATE CERTIFICATES.

Name.	Date of expiration.
Baird, Mary M	Feb. 8, 1905.
Bice, Lulu May	May 29, 1905.
Chandler, Sarah Pressie	June 6, 1905.
Cook, Annabell	July 19, 1905.
Cosgrove, Helen	June 30, 1905.
Denton, Goldine Opal	June 6, 1905.
Doyle, Dorothy	Aug. 23, 1905.
Fair, Clara Belle	June 6, 1905.
Felker, Florence	Aug. 5, 1905.
Fent, Libbie	Sept. 5, 1905.
Freese, Alice Lee	May 29, 1905.
Friels, Alicia	July 27, 1905.
Gearhart, Hazel	Aug. 5, 1905.
Graham, Myrtle Cordelia	June 6, 1905.
Groendyke, John	June 23, 1905.
Haas, Adam Darius	May 29, 1905.
Herdman, Margery Isabel	June 6, 1905.
Horton, E. Emma	Jan. 4, 1905.
Howard, Sherman H	Sept. 8, 1905.
Jones, Lucy	July 19, 1905.
Kohler, Fred	Sept. 12, 1905.
Leahy, Elizabeth Hortense	May 29, 1905.
Lyon, Carrie Helen	June 6, 1905.
McLindon, Mary	Aug. 1, 1905.
Maddox, Lulu K	Nov. 20, 1904.
Marsh, Ella Irene	June 30, 1905.
Marsh, Rebecca	July 15, 1905.
Martin, Olga	July 1, 1905.
Miles, Bertha D	Sept. 10, 1905.
Ollis, Ethel May	June 6, 1905.
Pinkham, Maude	June 30, 1905.
Ranney, Anne	June 6, 1905.
Robson, Margaret Mabel	June 6, 1905.
Scherer, Nellie	Aug. 1, 1905.
Sears, Augusta E	June 6, 1905.
Shaffer, Susie	May 29, 1905.
Shaw, H. Ivan	June 30, 1905.
Snyder, Frances I	Nov. 14, 1904.
Snyder, Lucie H	May 29, 1905.
Springer, Anna Girton	Sept. 12, 1905.
Thayer, Burt G	Nov. 11, 1904.
Thompson, Elmer H	Aug. 1, 1905.
Todd, Chas. S	Aug. 24, 1905.
Turtle, Richard	Aug. 31, 1905.
Vrooman, Lulu E	Nov. 14, 1904.
Winston, John C	Aug. 19, 1905.
Wolfe, Sarah Alice	Nov. 14, 1904.

STATE NORMAL RECORD.

Vol. IV. No. 3.

REPORT OF REGENTS.

KANSAS STATE NORMAL SCHOOL,

EMPORIA, KANSAS.

DECEMBER 1904.

TOPEKA:
GEO. A. CLARK, STATE PRINTER.
1904.

LIBRARY AND MAIN BUILDING.

KANSAS STATE NORMAL SCHOOL.

FOURTEENTH BIENNIAL REPORT OF THE BOARD OF REGENTS.

Hon. W. J. Bailey, Governor of Kansas:

DEAR SIR—Your Board of Regents for the State Normal School respectfully submit the following report for the biennium ending June 30, 1904:

AT EMPORIA.

The faculty has been increased by creating the department of themes and public speech and the department of library management. The first of these departments took up work that had been carried in the departments of elocution and English; the increased amount of work in these subjects made it necessary to increase the teaching force available for the subjects. The giving of instruction in library management is a proper function of the Normal School, in view of the fact that school libraries need expert management to make them successful.

The summer school has now become an integral part of the regular school work, and is managed in every respect as are other parts of the school year, with the exception that larger fees are collected. The attendance is not so large as during other terms of the year, and, although the faculty employed is not so large, the average of cost per student is higher than in the other terms; hence the justification for fees. The teachers actually at work in the schools of the state avail themselves of this vacation school to advance themselves professionally, and the attendance has far surpassed what was expected. We recommend that there be no separation of summer-school appropriation from the appropriation for other parts of the year.

The biennium covered by this report has witnessed the abolition of all courses of study shorter than four years. The raising of standards in the schools of the state demands the raising of standards for teachers. The Normal School has many more calls than formerly for high-school teachers. The number of students taking the sciences will greatly increase, and we find ourselves under the necessity of asking an appropriation for a science building. The accommodations for the scientific departments of the School have long been inadequate, and the scientific equipment is so poorly housed as to be hardly

available. Now, when all graduates take four years of work, the number to study science will greatly increase, because most of the science belongs in the year of work which short-course graduates have been omitting.

The gymnasium erected five years ago was, because of lack of funds, made smaller than was needed. The increased interest in physical training has manifested the need of additional facilities for this work. The dressing-rooms for the athletics of the men should be in a location more remote from the apartments assigned to women. All of the present gymnasium with all its dressing-rooms is needed for women. We ask for an appropriation for a men's gymnasium, to be erected near or on the athletic grounds.

We ask for an appropriation to construct a durable fence for the one hundred rods necessary to enclose the athletic grounds, to make an iron fence on the west side of the campus for a distance of five hundred feet, to continue the stone curb along the south and west sides of the campus for a distance of nearly six hundred feet, and to place two-inch gas-pipe in stone posts across the south end of the campus for a distance of six hundred feet. We include also in the requested appropriation for the grounds the placing of a roof over the driveway at the north end of the present gymnasium for use in time of storm, and estimates for six hundred linear feet of three- and four-foot concrete walk inside of grounds.

The lighting of the present buildings and the running of electric motors for their ventilation and heating costs the state over $1200 a year for electricity purchased from the city. The boiler-house is large enough to receive a dynamo and engine and the additional boiler capacity necessary to furnish our own electricity, and we could, with our privilege of using penitentiary coal, do so at a great saving to the state. Two of the boilers now in use for steam-heating are twenty-five years old, and no longer serviceable, and one of the others, twenty years old, would better be included in an exchange for new boilers. By replacing these three boilers with larger boilers we could run an engine for a dynamo, and use the exhaust steam in the furnishing of heat.

The Board found that the appropriation of $12,000 made for the year ending June 30, 1904, for the heating, ventilation and general repairs on the main building, was, after installing a satisfactory system of ventilation, not sufficient to make all necessary repairs. The building of a fire-escape for the large assembly-room has been done since July 1 of the present year, and was paid for from the fees and incidental funds of the institution. On account of these facts, we include repairs of buildings in our suggestion for appropriations.

We submit the following tabular statement for the main school, at nporia:

FINANCIAL REPORT OF TREASURER, S. H. DODGE.

June 30, 1902, to June 30, 1903.

RECEIPTS.

ance June 30, 1902		$1,085 85
erest on endowment fund		12,266 67
s paid by irregular, summer-term and non-resident students and pupils in the model school		10,309 92
s paid by regular students for purchase of library books		907 50
propriations by the legislature:		
For library building	$60.000 00	
For salaries, regular session	42.000 00	
For salaries, summer sessison	5,000 00	107,000 00
Total		$131,569 94

EXPENDITURES.

aries of faculty, assistant teachers, and employees		$57,418 33
rniture		604 05
tural history		397 77
paratus		251 57
awing department		202 75
del school		181 52
scellaneous expenses		2,741 97
s		248 15
ctric light		360 00
ter		300 00
mnasium supplies		83 15
pairs on buildings and grounds		1,456 77
rary		800 68
rary books		848 78
nual training		193 35
ight on coal		1,331 36
ephone rental and tolls		93 20
ver		518 44
rary building		60,000 00
s refunded		161 50
ance with state treasurer June 30, 1903:		
Fees and accounts	$3,317 88	
Library books	58 72	3,376 60
Total		$131,569 94

June 30, 1903, to June 30, 1904.

RECEIPTS FROM TREASURER OF STATE.*

erest on endowment fund		$13,316 18
s paid by irregular, summer-term and non-resident students and pupils in the model school		9,140 73
s paid by regular students for the purchase of library books		1,981 13
propriations by the legislature:		
For ventilation plant and general repairs	$12.000 00	
For salaries, regular session	50,000 00	
For salaries, summer session	5,000 00	67.000 00
Total		$91.438 04

*The office of treasurer of the Board of Regents was abolished at the beginning of this l year. The books of the state treasurer show as in his hands June 30, 1904, interest fund, 1.29; fees and accounts and library books. $1542.09.

The institution received, June 30, 1902, to June 30, 1903: Interest on endowment, $12,266.67; from students, $9329 22 June 30, 1903, to June 30, 1904: Interest on endowment fund, $13,-2: fees from students, $9287.35.

EXPENDITURES.

Salaries of faculty, assistant teachers, and employees	$62,687 25
Furniture	160 55
Natural history	98 31
Apparatus	178 70
Model school	93 13
Miscellaneous expenses	2,237 54
Gas	482 85
Electric light	436 56
Electricity for motors, December 1, 1903, to June 30, 1904	851 44
Water	300 00
Gymnasium supplies	13 40
Repairs on buildings and grounds	5 577 16
Reflooring, heating, ventilation, and general repairs	12.000 00
Library	580 59
Library books	1,981 13
Manual training	255 78
Freight on coal	2,279 13
Telephone rental and tolls	104 05
Library building	1.120 47
Total	$91.438 04

Appropriations requested for the main school—

AT EMPORIA.

In addition to the income from interest and fees as set apart by past legislatures for meeting the other expenses of the School, we request:

For the fiscal year ending June 30, 1905:	
For binding library books	$300 00
For boilers, engine, and dynamo	12,000 00
For the fiscal year ending June 30, 1906:	
Salaries, including summer school	60,000 00
Men's gymnasium and its equipment, sidewalks on School campus, and fence on campus and athhletic gronds, repairs on building, including covered exit from ladies' gymnasium,	60,000 00
For the fiscal year ending June 30, 1907:	
Salaries, including summer school	62,000 00
For the construction, heating, ventilation and equipment of a science building	75,000 00

AT HAYS.

The interchange of state lands on the old military reservation has been made by this Board and the Board of Regents of the State Agricultural College, as authorized by the legislature of 1903, and the report of the division of the entire tract has been filed with the register of deeds of Ellis county for the recording of title.

The new building for the Western Branch has been erected on that portion of the reservation nearest the town site, so that boarding facilities for students can be within easy reach of the school. The growth of the school has demanded the addition of one new member to the faculty for the coming year. We request a small increase of *the appropriation* for maintenance, because it seems certain that the

attendance will increase very rapidly in the new building, and because there is not enough furniture and apparatus brought over from the old building to equip the new.

Part of the building that the school occupied on the old fort site, before the erection of the new building, has been moved to the new site for a gymnasium, but it is too great a fire risk to stand near the new building, and is not convenient or adequate for the purpose to which it is now devoted. It can be used for a storehouse when the school is able to spare it for that purpose. The Board asks that, in view of what has been said, an appropriation be made for the erection of a gymnasium conveniently near the school building, and heated from the boilers that heat the main building.

Financial report for the Fort Hays Auxiliary.

June 30, 1902, to June 30, 1904.

RECEIPTS.

Balance June 30, 1902	$70 80
Rent	160 00
Fees and accounts	276 45
Appropriation by the legislature:	
For current expenses	12,000 00
For the construction, heating and ventilating of the new building,	20,000 00
Total	$32,507 25

EXPENDITURES.

Salaries	$7,887 50
Miscellaneous expenses	2,920 50
Repairs on buildings	444 27
Furniture	309 00
Library	650 39
Apparatus	76 50
Natural history	56 50
Freight on coal	145 64
Advertising	17 10
New building	20,000 00
Total	$32,507 25

Turned into state general revenue fund June 30, 1903, to June 30, 1904:	
Total fees from students	$373 50
Net rents from lands	282 55
Total	$656 05

Appropriations requested for the Fort Hays Auxiliary.

For the maintenance of the school, to be drawn from the state treasury without limitation as to year, the above $656 05, and all fees from students and rents from leased lands, July 1, 1904, to June 30, 1907.	
For the fiscal year ending June 30, 1905, for binding library books	$100 00
For the fiscal year ending June 30 1906:	
For salaries and maintenance, including summer school	$12,000 00
For building and equipping gymnasium	15,000 00
For the fiscal year ending June 30, 1907:	
For salaries and maintenance, including summer school	15,000 00

AT PITTSBURG.

The Manual-training Auxiliary was organized in accordance with the terms of the act passed by the legislature of 1903, and is now in successful operation. It prepares teachers for the industrial work in the schools of the state, and is a necessary complement for the provision wisely made by the last legislature for the general giving of public instruction in manual training and domestic science and art. The great popularity of manual training in other states where it has become better known is a sure guaranty of a rapid increase of interest in Kansas since the state has made provision for training teachers for that work.

The growth of the school has justified the addition of two assistants for the coming year, which addition has been made with the necessity of restricting to some extent the purchase of equipment in order to save funds for the payment of their salaries. Because of the need of additional equipment for the Manual-training Auxiliary, and the probable necessity of an increase in the faculty, we recommend an increase in the appropriation for maintenance, and we also recommend the erection and equipment of a new building.

Financial report of the Pittsburg Auxiliary Manual-training School.

July 1, 1903, to June 30, 1904.

Receipts from appropriation by the legislature:	
For current expenses and improvement	$9,000 00

EXPENDITURES.

Salaries	$6,450 00
Expense	160 49
Repairs	13 85
Furniture	332 74
Library	287 63
Manual-training apparatus and supplies	1,575 68
Advertising	160 71
Gas	18 90
Total	$9,000 00

Receipts from fees	$598 45
Expended on approval of regents	508 05
Balance on hand June 30, 1904	$90 40

Appropriations requested for Pittsburg Manual-training Auxiliary.

For the fiscal year ending June 30, 1905:	
For the binding of library books, periodicals, etc	$50 00
For reimbursing citizens of Pittsburg for money advanced for the summer school of 1904	1,114 50
For the fiscal year ending June 30, 1906:	
For the erection of a building and the purchase of site	60,000 00
For furniture, machinery, and equipment for building	25,000 00
For salaries and maintenance, including summer school	17,500 00
For the fiscal year ending June 30, 1907:	
For salaries and maintenance, including summer school	17,500 00

The Board also call attention to the fact that the placing of two branch schools under their care necessitates longer and more frequent sessions, and also calls for more travel, and therefore additional expense. An increase to $3000 per year for per diem and mileage is recommended. The per diem and mileage appropriated for this Board for the year ending June 30, 1904, lacked $289.40 of being sufficient to cover additional meetings necessitated by the additional schools. This ought to be provided for in the appropriations.

Respectfully submitted.

L. B. KELLOGG.
F. J. ALTSWAGER.
GEO. T. CODDING.
SILVESTER H. DODGE.
E. A. ROSS.
A. H. BUSHEY.

DECEMBER 1, 1904.

MINERALOGY LABORATORY.

FORT HAYS AUXILIARY NORMAL SCHOOL.

PITTSBURG AUXILIARY MANUAL-TRAINING SCHOOL.

STATE NORMAL RECORD.

VOL. IV. DECEMBER 1904. No. 3.

Previous numbers have appeared as editions of State Normal Bulletin.
Under the new name an edition will appear in each even-numbered month.

How to Supply the State with Good Teachers.

If teachers were born, not made, the supply must remain short. We can get along with our supply of born poets, because we do not need so many. Kansas is making efforts to increase the number of good teachers. The people demand that public schools shall have for their use enough money to prevent good teachers from going elsewhere on account of salary. A general offer of large salaries would not, however, be sufficient in itself to insure good teachers for the schools. Kansas is demanding, also, that we maintain a high standard of examination for the teachers' certificates, but strict examinations will not necessarily give good teachers. The examining boards must grade examinations in such a way as to certificate enough teachers to supply the schools, and they cannot think of limiting certificates to those well fitted to teach when there are so few candidates. The best the examiner can do under such circumstances is to insist, in the examination, on a few things that may be known by enough candidates to fill the places. The raising of standards, as well as the raising of salaries, will fail unless we can raise teachers.

Professional instruction for teachers given in schools primarily organized for other purposes than the training of teachers cannot be relied on for making good enough teachers nor enough good teachers. The schools that commend other professions to their students fail to inspire the highest enthusiasm for teaching. Students in these schools pass beyond the studies of the public schools as soon as they have attained the minimum of preparation in those subjects, and they do not even review the subjects to attain a teacher's special qualifications. The preparation of teachers is best accomplished in schools whose exclusive work is the giving of a broad comprehension of the subjects taught in the public schools. and the giving of thorough training in the *science and art of education.*

Institutions especially for the training of teachers do for the public schools what West Point and Annapolis do for the army and navy—they raise the standard to a height that could not be attained without them. The greater the number who receive special training as teachers, the more general will be the high degree of efficiency in the work of the schools. There need be no fear of too many students in the normal schools until the time comes when the number graduating each year exceeds the number of new teachers required. With an increase in the number of teachers specially trained for the work would come longer terms of service, and thus the need of new teachers would diminish each year. The teaching record of the students of the Kansas State Normal School shows a continuance in the profession that cannot be found among teachers who have been trained in other schools. The problem of the supply of teachers is the problem of getting more of the young people to take normal-school training. It has been found by experience that only by generous state support can this training be made effective. Private normal schools do not receive support in their attempts to train teachers. Independent schools that have undertaken to teach everything, and to give education by "get-rich-quick" processes, have failed. There is to-day no such institution in Kansas. The normal training of teachers is a part of the great organization for public education, a system which can no more be made self-supporting than can the bringing up of children in the home. The state must expect that the preparation of teachers will not be a self-sustaining business.

We present the conclusion that the state-supported normal school is the only means to be relied upon for securing an adequate supply of good teachers. The students must, in the regular work of these schools, do much work not required in preparation for any other business than teaching. Under the limitations of this situation, the normal-school training for the public service must be made efficient for its purpose and at the same time inexpensive to the students, in order to secure a sufficient enrolment for the maintaining of proper standards in the public schools at even the highest salaries that can be expected for public-school teaching.

County Contest.

The faculty offer a cash prize of twenty-five dollars to the teacher presenting the best exercise, and send to the county association from which this teacher comes a sterling silver loving cup, to be held one year as a trophy. The following subjects are suggested as proper:

1. A scheme for the improvement of school grounds in rural districts.
2. How to use a course of study in rural schools.
3. A course of nature study for country schools.
4. A course of study in morals recommended for state adoption for rural and village schools.
5. Value and methods of teaching English literature in the grades.
6. The rural school as a culture center.
7. Value of a district library and how to use it.

Other subjects suitable for a meeting of teachers will be equally acceptable.

Each county teachers' association is asked to take its own method of selecting the best teachers' meeting exercise of more than 2000 words by a teacher holding a certificate above a third grade. The paper is to be sent to the Normal faculty by April 15, with the assurance that the author will come to Emporia to present it early in June, if selected as one of the best five.

Program, Fourth Ten Weeks, 1904-05 (February-March).

BEGIN. A. M. Jan. 30.	BEGIN. A. M. Regularly.	MISS HAMILTON.	MR. HILL.	MR. GLOTFELTER.	MR. TRIPLETT.
		Room 58.	Room 49.	Room 36.	Room 46.
8:10	8:10	Latin, 2.*	Latin, 4.		Psychology, IV.
8:25	8:55	Latin, 2.	Latin, 5.		
8:40	9:40	Orthography.	Etymology.*		Orthography.*
8:50	10:20	Latin, 1.	Hist. of Ed.		Child Study.
9:05	11:05	Latin, 3.	Latin, 1.*		Psychology, VI.
9:20	1:50	Latin, 3.*	Latin, 6.	Gen'l Methods, No. 17.	

BEGIN. A. M. Jan. 30.	BEGIN. A. M. Regularly.	MISS JONES.	MISS McNALLY.	MISS WORCESTER.	MISS COCHRAN.
		Room 48.	Room 60.	Room 27.	Room 75.
8:10	8:10	Lit. Crit.	Rhetoric.*	Grammar.*	
8:25	8:55	Eng. Lit.	Rhetoric.		Grammar.
8:40	9:40		Orthoepy.*	Orthography.*	
8:50	10:20	Eng. Lit.*		Grammar.*	Grammar, Sp.
9:05	11:05		Rhetoric.		Grammar.
9:20	11:50	Gram. Meth., Thurs., 5 p. m.	Rhetoric.*	Lit., Special.	Grammar.

BEGIN. A. M. Jan. 30.	BEGIN. A. M. Regularly.	MISS MARSLAND.	MR. PAYNE.	MR. ELLIS.	MISS TAYLOR.
		Room 51.	Room 47.	Room 28.	Room 56.
8:10	8:10	Elocution.*		Arithmetic.*	Algebra, II.*
8:25	8:55	Elocution.	Algebra, V.	Algebra, II.	Arithmetic.
8:40	9:40	Orthoepy.*	Orthoepy.	Orthography.	Orthography.
8:50	10:20	Elocution.	Trigonometry.	Arithmetic.*	Arithmetic.
9:05	11:05	Oratory.	Geometry.	Algebra, Special.	Arithmetic.
9:20	11:50	Reading, Special.	Geometry.*	Algebra, II.	Arithmetic, Special.

** Last half.*

Program, Fourth Ten Weeks, 1904-'05 (February-March).

MR. SAMSON.	MR. WILBER.	MR. RHODES.	MR. RITCHIE.	MISS WHITNEY.
Room 46.	Room 14.	Room 57.	Room 38.	Room 54.
	School Law and Management.*		Kan. Hist., Special.	Civil Law, Special.
	School Law and Management.	Gen. History. (Greek.)	Kan. Hist., Special.	U. S. History, Special.
	Spelling, Sp. Room 12.		Orthoepy.	
		Gen. History. (English.)*	Gen. History. (Oriental.)	Hist. and Law.*
	School Law and Management.	Gen. History. (Roman.)		Hist. and Law.
Physical Train., VIII.	School Law and Management.*	Gen. History. (English.)*	Kan. Hist., Special.	History Meth., Wed., 5 p. m.

MISS DUDLEY.	MR. ABBOTT.	MISS GRIDLEY.	MISS MORRISON.	MR. GAUSE.
Room 53.	Room 19.	Room 62.	Room 61.	Room 55.
German, 4.	Man'l Tr'g, 6-8, Wood Carving.	Drawing, I.	Drawing, I.	Penmanship, Special.
German, 2.		History of Art.		Bookkeeping, Special.
Orthography.				Orthography.*
German, 1.	Man'l Training, 3-5.	Man'l Tr'g, 2, Drawing.*	Drawing, I.	Bookkeep'g and Penmanship.
German, 3.	Man'l Training, Drawing, I.	Drawing, Brief.	Drawing, I.	Bookkeep'g and Penmanship.
German, 1.*	Man'l Tr'g, 9-11, Clay Modeling.	Drawing, I.*	Drawing, I.	

MR. BOYLE.	MR. WOOSTER.	MR. IDEN.	MR. VAN VORIS.	MR. ELLSWORTH.
Room 74.	Room 26.	Room 44.	Room 25.	Room 59.
	Botany, Physiological.		Physiology, IV.	Geography, Special Polit.
	Geology, Adv.			Geography.
	Orthoepy.	Etymology.		Orthography.*
Music, III.	Zoology.	Physics, V.	Physiology, VII.	Geography, Special Phys.
Music, III.	Botany, Physiological.	Chemistry, Advanced.		Geography.
Music, Brief.		Physics, IV.		Geography.*

*First half.

Need of a Science Building.

Well-trained teachers of science are in greater demand thar before. Surely no state school, least of all the one which has i specific work the preparation of the state's teachers, can afford tc lect this department of work or to be satisfied with the exten quality of work it has heretofore done in that direction.

To do this work thoroughly well, especially when it must be in the brief time allotted to it in our curriculum, it is imperativ we shall have the best possible workshop and equipment.

The laboratories should be large, roomy, airy, well lighted, cc iently located with reference to the recitation rooms and to oth partments of the School, fitted with all modern conveniences (in our day is only another word for *necessities*), such as water, gas, power, permanent apparatus and machinery for illustratin applying the principles of the various sciences taught.

The present quarters are wholly inadequate. They do not meet any one of the above requirements. They are ridiculously and overcrowded. They are not well lighted, not convenien healthfully located, not modernly or adequately equipped, nor c present quarters be made satisfactory in these respects.

In our chemistry work, for example, we need separate roor general and analytical chemistry, for qualitative and quanti work. There ought to be a small laboratory for the use of eacl of a department, as a place for carrying on his research work, fo ing the work he means to give his classes, for preparing special trative experiments for the general class.

The special danger to a building, that comes from the handlir storing, even in small quantities, of more or less explosive anc bustible material and of machinery and apparatus which increa risks makes in itself a sufficient argument for a separate buildi that the safety of the main building will not be imperiled.

The necessary odors and gases of chemical and biological l tory, often offensive and harmful, make it altogether desirabl they be restricted as much as possible. At present the disagr and sickening gases penetrate, to greater or less degree, the wl the main building and interfere with the comfort and health student body.

THE KANSAS STATE NORMAL SCHOOL,

EMPORIA, KANSAS.

HANDBOOK NUMBER.

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FEBRUARY 1905.

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VIEW FROM THE WEST.

THE KANSAS STATE NORMAL SCHOOL.

VOL. IV. FEBRUARY 1905. No. 4.

"Non Forma sed Spiritus."

Not the form but the spirit has been the aim in making suggestions in connection with information about the School.

This little handbook is prepared for the use of students and of those to become students, that they may have at hand sufficient memoranda to enable them to secure the advantages offered without waiting for their incidental discovery, and to assist them in understanding what is expected of them as members of the Normal family.

It is taken for granted that young men and women entering the classes here need few, if any, rules concerning conduct, and yet all recognize the fact that certain rules of procedure are necessary to avoid confusion and to attain the highest efficiency.

Friendly relations with all are sought at once. Perfunctory observance of the regulations of the School is neither asked nor desired. The spirit rather than the form prompts that cooperation by which students and faculty may be mutually helpful. Many things, harmless enough in themselves as isolated cases, in their relations to the class or to the School as a whole become serious offenses, and the thoughtful student is always willing to exercise a little self-denial for the good of his fellows. The spirit shown in the student is the best assurance of the spirit that will possess him as a teacher.

There should be little need for "government" in an institution of this kind. Each student should govern himself, and when he finds himself unwilling or unable to do that, he would save mutual embarrassment by quietly withdrawing from the School.

Please take time enough to read the various suggestions and memoranda so carefully that you may know clearly their import, and may contribute your part towards the realization of the great objects for which the institution *was founded.*

Purpose of the School.

"The exclusive purpose of which shall be the instruction of persons, both male and female, in the art of teaching," is a phrase from the original act establishing the Kansas State Normal, and this expression alone is sufficient to describe the function of a normal school.

The course of study and methods of teaching in the Normal School recognize the following considerations:

High moral character, including capacity for self-government, is an essential qualification for teaching.

Ability to master the most difficult parts of the subjects commonly taught in our schools is necessary to a teacher.

Proficiency in the art of teaching is dependent upon a thorough knowledge of the fundamental principles of the science.

Clear conceptions of methods can more readily be attained by an intelligent study of them in practical operation.

Training secured in working with appliances chosen with method in view always proves the most effective.

The subjects of instruction demand a training of the teachers in special methods for each of them, and, therefore, should be taught in the Normal with reference to methods for the public schools.

Every teacher should possess a historical as well as a philosophical knowledge of the means by which a harmonious development of the physical, intellectual and moral powers is secured.

No teacher is properly equipped who is not familiar with the various methods of utilizing the material about him for illustrating simple lessons in all the subjects taught.

Our public schools should not be made practice rooms for pedagogical novitiates, but defects should be remedied and skill acquired in training schools supervised by competent critics.

The Normal School should not be expected to do work for which the state provides other schools, and other schools cannot so well do the proper work of the Normal School.

Faculty Residences.

Abbott, Frederick B., 1015 Constitution.
Blair, Robert, 1116 State.
Boyle, Charles A., 831 Constitution.
Boyle, Mrs. Hattie E., 831 Constitution.
Clarke, Elva E., 1025 Constitution.
Cochran, Hattie, 1237 Highland.
Crary, Lottie E., 809 Market.
Dudley, Lillian, 1127 Congress.
Ellis, George W., 132 W. Twelfth.
Ellsworth, Daniel A., 1225 N. Merchants.
Gause, Elvin S., 1022 Mechanics.
Glotfelter, John H., 1025 State.
Gridley, Emma L., 708 Merchants.
Haggart, Alice G., 1215 Merchants.
Haggerty, B. W., 132 W. Twelfth.
Hamilton, Maud, 1202 Highland.
Harris, Achsah M., 831 Mechanics.
Hill, Joseph H., 1515 Highland.
Iden, T. M., 702 Merchants.
Jones, M'Louise, 909 Mechanics.
Leaf, Grace, 1101 Constitution.
McCartney, Ethel, 1028 Mechanics.
Mackenzie, Maude, 916 Congress.
McNally, Eva, 817 Market.
Maddux, Elise, 832 Union.
Marsland, Cora, 1236 Highland.
Morrison, Kate, 902 State.
Newman, Allen S., 1014 State.
Payne, Eli L., 1218 Neosho.
Purdum, Iva E., 928 Commercial.
Rhodes, J. M., 1127 Constitution.
Ritchie, R. H., 832 Merchants.
Robb, Lucy, 1202 Highland.
Samson, P. B., 16 E. Twelfth.
Sharrard, Kate, 1215 Merchants.
Snyder, Anna, 1119 State.
Stone, E. Anna, 817 Mechanics.
Stuckey, Pearl, 422 Market.
Taylor, Mary S., 1006 Exchange.
Triplett, Norman, 717 Mechanics.
Van Voris, William A., 1316 N. Market.
Whitbeck, Jennie, 1113 Congress.
Whitney, Mary A., 827 Market.
Wilber, H. Z., 1127 Market.
Wilkinson, Jasper N., 928 Union.
Wooster, L. C., 1017 Union.
Worcester, Martha J., 909 Mechanics.

Enrolment Items.

When presenting permits for approval and signature, students should bring any grade cards or grade books they have, showing records they have made in this School. The teacher will have in hand the office record for work done since April, 1902. The student should compare his report with those records, and ask for any necessary corrections. If the grades put on cards or books before that time have not been checked, showing verification on the register, the card or grade book should be sent to the registrar for checking.

The fact that a student has been taking a subject and failing to pass on it will not excuse him from paying an irregular fee on account of this subject.

Fees are payable in advance and will not be refunded except in cases of protracted sickness, or the President may, at his discretion, credit the unused balance on future attendance.

Students not yet graduated from the institution are not allowed to begin more than one foreign language in the same term, even though they may have studied the languages elsewhere.

Any student failing in a subject at either the main school or the branch cannot, without special recommendation, transfer to the other school before completing that subject.

A student who carries fewer than two subjects, not counting spelling and rhetoricals, or who fails in as many as two subjects, not counting spelling, will be required to see the President concerning his next permit for taking work.

Admission and Credits.

New students should, whatever may be their means of gaining admission to the classes, present themselves at the general office in the latter part of the week preceding the opening of the new term. There will be work for them to do from the very beginning of the Monday morning on which the term opens.

On this first morning all classes meet for the assignment of lessons. During the remainder of the first day members of the faculty who are class teachers will sign permits for members of their classes. On subsequent days permits will be signed at the general office only.

Teachers holding first- or second-grade certificates are admitted to the Normal Department without examination, and without any requirement of further evidence of ability to enter normal classes in subjects on which grade reaches eighty.

Graduates from the following city high schools are also admitted without examination:

CITIES.

Atwood.	Gaylord.	Jetmore.	Norton.	Salina.
Belleville.	Garnett.	Lenora.	Pleasanton.	Smith Center.
Bunker Hill.	Glasco.	Mayfield.	Randolph.	Strong City.
Coldwater.	Goodland.	Moline.	Rossville.	Syracuse.
Elk Falls.	Grenola.	Mound Valley.	St. John.	Tribune.
Elsmore.	Gypsum.	Ness City.	St. Marys.	Wa Keeney.

Examinations.

Other candidates for admission are required to make a grade of eighty per cent. on examination in the common branches—arithmetic, reading, geography, grammar, United States history, physiology, writing, and spelling--and must give references as to character.

In arithmetic, the standard is ability to make the required per cent. on the county examination questions prepared by the State Board of Education. The examination emphasizes fundamentals through the simple cases of percentage,

special stress being laid upon difficult examples in addition, subtraction, multiplication and division of common fractions and decimals, and upon the cases in denominate numbers.

In geography, the entrance examination includes detailed information upon one's county, state, and nation, the continents, the earth as a whole, measurements upon the earth, latitude and longitude, climatic changes and their causes, and the relations of natural resources to occupations.

In grammar, candidates should be able to pass an examination based on the state text-book. Also, they will be expected to write a good essay of from 300 to 400 words on some subject to be selected by the examiner.

In history, the entrance examination will include general questions upon the entire period of American history. This examination will presuppose a familiarity with current events, and will require a knowledge of Kansas history, all with a degree of thoroughness that would be required for a first-grade county certificate.

Because of the requiring of Kansas history for all grades of county certificates, the following requirements are made for students in the regular school year:

First. All graduates of the class of 1905 and after will make record before graduating.

Second. All who entered the Normal Department before April, 1903, and who have not yet finished United States history in the course, will make this record before entering United States history.

Third. All who enter the Normal Department after the publication of this bulletin will make the record within twenty weeks, or take up the work in the special class, or pay irregular fee for leaving it behind.

In physiology, the candidates should be able to pass an examination based on the state text-book for high and grammar schools; or they must possess high grades on county certificates.

The entrance grade on spelling and writing will be made from papers on other entrance examinations.

Students feeling that their preparation in a subject would warrant more credit than is given on records presented are allowed to take final examinations before entering classes, or at any time in the first double term after entering. A former student returning after an absence teaching or attending school elsewhere renews for a term this privilege of taking final examinations.

Persons failing so completely in any of the above subjects as to give no promise of preparing for the normal classes in ten weeks are able to find preparatory work in the classes of the Model School. Those giving promise of early proficiency are allowed to join special ten-weeks classes in the deficient subjects, while taking normal work in subjects on which entrance is gained. Special classes are also formed for those whose penmanship, as shown in entrance examination, is not satisfactory, and for those admitted to the Normal Department who are to take Kansas history and those who are not prepared to enter on the normal work in algebra, bookkeeping, constitution, English literature, physiology, and hygiene. The fees for these preparatory classes are given under the appropriate heading. Special classes may be assigned to student teachers and to the afternoon for recitation.

Advanced Standing.

Students who present certificates of honorable dismissal from the State University or the State Agricultural College will, without examination, be admitted to normal classes.

Graduates in the arts course or in corresponding courses of first-class colleges will be admitted to work that they should be able to complete for graduation in the four-year course in one to two years; graduates of high schools and academies which fit students for admission to the freshman class, State University, or of high schools and academies of corresponding grade, will be given such credits as will admit them to the second-year class on entering the School.

The faculty will designate the subjects to be pursued in each case, and the course here will include a review of the common branches.

During recent years more or less of credit on the normal course has been given for work done in the following high schools:

Abilene.
Alma.
Almena.
Americus.
Anthony.
Argentine.
Arkansas City.
Atchison.
Attica.
Augusta.
Axtell.
Barclay.
Barnes.
Belle Plaine.
Beloit.
Bern.
Beverly.
Blue Mound.
Blue Rapids.
Bonner Springs.
Brookville.
Buffalo.
Burden.
Burdett.
Burlingame.
Burlington.
Burr Oak.
Burrton.
Caldwell.
Caney.
Carbondale.
Cawker City.
Cedarvale.
Centralia.
Chanute.
Chase.
Cherokee.
Cherryvale.
Chetopa.
Clay Center.
Clearwater.
Clifton.
Clyde.
Coffeyville.
Colony.
Columbus.
Concordia.
Conway Springs.
Coolidge.
Corning.
Cottonwood Falls.
Council Grove.
Delphos.
Dodge City.
Douglass.
Downs.
Dwight.
Edwardsville.
El Dorado.
Elk City.
Ellinwood.
Ellsworth.
Elsmore.
Emporia.
Enterprise.
Erie.
Eskridge.
Eureka.
Everest.
Florence.
Fort Scott.
Frankfort.
Fredonia.
Furley.
Galena.
Garden City.
Garnett.
Girard.
Glen Elder.
Great Bend.
Greeley.
Greenleaf.
Greensburg.
Halstead.
Harper.
Hartford.
Havensville.
Hays.
Herington.
Hiawatha.
Holton.
Hope.
Howard.
Hoxie.
Humboldt.
Hutchinson.
Independence.
Iola.
Irving.
Jewell.
Junction City.
Kanopolis.
Kansas City.
Kincaid.
Kingman.
Kinsley.
Kiowa.
Kirwin.
La Crosse.
La Cygne.
La Harpe.
Lakin.
Larned.
Lawrence.
Leavenworth.
Lebo.
Lenexa.
Leon.
Le Roy.
Lincoln.
Lindsborg.
Louisburg.
Lyons.
McCune.
Macksville.
McPherson.
Madison.
Mankato.
Marion.
Marquette.
Marysville.
Medicine Lodge.
Melvern.
Meriden.
Minneapolis.
Montana.
Moran.
Morrill.
Mound City.
Moundridge.
Mulvane.
Neodesha.
Neosho Falls.
Neosho Rapids.
Netawaka.
Newton.
Nickerson.
Nortonville.
Oberlin.
Olathe.
Onaga.
Osage City.
Osawatomie.
Osborne.
Oskaloosa.
Oswego.
Ottawa.
Oxford.
Paola.
Parsons.
Peabody.
Perry.
Phillipsburg.
Pittsburg.
Plainville.
Pomona.
Pratt.
Prescott.
Quenemo.
Reading.
Republic.
Riley.
Rosedale.
Russell.
Sabetha.
St. John.
St. Paul.
Scandia.
Scottsville.
Scranton.
Sedan.
Sedgwick.
Seneca.
Silver Lake.
Solomon.
Spring Hill.
Stafford.
Sterling.
Stockton.
Thayer.
Tonganoxie.
Topeka.
Toronto.
Troy.
Valley Falls.
Vermillion.
Walnut.
Wamego.
Wauneta.
Washington.
Waterville.
Wathena.
Waverly.
Wellington.
Wellsville.
Wetmore.
White Cloud.
Whitewater.
Wichita.
Williamsburg.
Wilson.
Winchester.
Winfield.
Woodbine.
Yates Center.

Graduates of the better class of high schools are likely to receive half credit on double-term subjects on which a half-year or more of high-rank high-school work has been done, and to receive full credit on double-term elective subjects on which a year or more of such work has been done. The taking of a part of the work in required subjects is for the purpose of studying the methods of teaching those subjects. With this purpose in view, it would, if German or Latin or manual training were elected, be deemed necessary to require at least a term of work here for methods, even though the academic work completed in the subject might exceed the amount counted here for graduation. Work done elsewhere in the *professional subjects* should not be presented here for credits, *unless taken in a professional school* similar to this in rank and purpose.

County-high-school graduates receive part credit on professional work, and should be able to obtain the one-year state certificate with the legal minimum of attendance.

The President of the Faculty will take pleasure in corresponding with school principals and superintendents who may desire to make such arrangements as may be necessary in order that their high-school diplomas may admit candidates to the Normal Department of the School without examination, or who may contemplate adopting a course of study which would give graduates advanced standing. (See list of schools whose diplomas are already recognized.)

Methods in the common branches will be given, by special arrangement, with advanced students and experienced teachers, to complete the grade in arithmetic, geography, grammar, and history, and such students are entered with a "P. M." on these subjects, which means "passed on taking methods." This work will cover an hour per day for each subject one afternon a week for the full term of twenty weeks. See outline of this work.

For those allowed to make their grade in the four standard subjects by taking methods only, the work will be done in a forty-five-minute recitation one afternoon per week for twenty weeks, as follows: Arithmetic, Monday; history, Wednesday; grammar, Thursday; geography, Friday. These four methods classes, different every day, make, if all carried at the same time, heavier work than is usual for a daily recitation in one subject.

Students with half credit from some other school on botany or on the first twenty weeks of English should confer with the head of the proper department as to which half of the work is to be taken.

Students classed G or H may, if they have completed a full year of German or Latin, enter two classes in the subject at the same time.

Students who have already completed the academic or any professional course in the institution may, on returning, without being regarded as irregular, take any work they choose, subject only to the limitation as to special permission for taking more than one subject in any one department.

Credits Forfeited or Declined.

Students in the first half of a subject receive at the end of the ten weeks slips marked Y if the work done thus far averages ninety per cent. or more; marked Z if below ninety per cent. and the teacher consents to the student's keeping the grade and going on with the last half of the subject.

Students may choose for themselves whether they will take again a half on which they are marked Z. If they elect to go on with the last half, they must complete the grade for the term, and if they fail the teacher may allow them to take either half over and have the average of the grade for the other half, but a failure on the term's work must be regarded as such. If a student enters a last half of a double-term subject after getting credit on the first half because of work done elsewhere, the student may drop that half at any time with the consent of the teacher, and the teacher will report in the transcript that the credit on the first half is killed.

A student may decline to take advantage of credit given him; for instance, being passed on all but the last ten weeks of algebra, may choose to begin II from the first, or, having "P. M." on one of the common branches, may choose to take the last half; but after he has made his choice he must stand by it, as if the credit declined had never been given.

Miscellaneous Matters.

Classification.

Grades of eighty per cent. or above in subjects mentioned in the tabular course of study, or named above as substitutes for them, will be counted as determining the classification of students in the Normal Department.

Eighty weeks of work completed, exclusive of spelling and rhetoricals, advance a student one letter in the classification; those who are taking in the current ten weeks all the subjects for graduation are listed G, and those who have already graduated in some course and are not now enrolling in studies to complete another course this ten weeks are listed H.

Credits from other schools, when entered on the student's record in this institution, count in advancing the classification, and thus eighty weeks of work completed will admit to B, 160 weeks to C, 240 weeks to D, 320 weeks to E, and so on through to H, no matter in what terms of the course the studies may come.

Graduation.

The roll of the senior class is made up nine weeks before commencement day, subject to decrease but not to increase. No matter what previous enrolment a student may have made in the institution, he must, in order to graduate, be regularly on the roll at this time, either as having completed all the work for graduation, or as taking all his unfinished work in regular classes. Examinations outside of class for graduation are not allowed in the last nine weeks, and the student is not allowed to take, during that time, any more than the usual number of subjects. Chances of failure on subjects taken in the last ten weeks of the course should not be lightly risked. There is no more reason to expect here than anywhere else in the course special examination for making up work.

Assigning to Classes.

Every student is expected to be a member of some one teacher's class for the class-teacher meeting, which occurs regularly at the close of general exercises on Monday. He is invited to consult this teacher as his "guide, philosopher, and friend." The class teacher issues permits for the assigning of his class to their various studies. The record the student has already made in the institution is consulted for guidance, and if there is evidence that he is strong in school work, the teacher may admit to as many as four studies, besides spelling and rhetoricals. If the student has, during the ten weeks just previous, failed in two of the full-time subjects, or failed to carry as many as two of these subjects, the teacher is required to refer the case to the President. Students may be allowed to take but one study, if reasons are satisfactory, but the carrying of two studies is required to gain and hold full membership in the School.

Three studies, besides spelling and rhetoricals, are a creditable amount of work, if well done. Students may take four without special permission, and, if they desire to take five, they should file with the President, as early as Friday before school begins, a memorandum naming the studies for which application is made to the faculty.

Rhetoricals.

The rhetorical exercises required for each regular student are not more than four declamations, first year; four essays, second year; two orations, third year; and one theme, fourth year. A review of some book assigned may be substituted for one of the declamations, and a grade on extemporaneous speech may be made for one term's work in the third year. The declamations are in the department of elocution, and the essays in the department of English. The exercises in rhetoricals in the third year and the fourth are under the direction of the new department of themes and public speaking, and the memorizing and delivering are under the direction of the department of elocution.

Calisthenics.

Exercises in calisthenics throughout each course. During a part of the last year in the professional course students conduct classes in calisthenics, under the supervision of the director of physical culture. Leaders of these classes meet weekly for special drill.

Gymnastics and Athletics.

Each student is due in the gymnasium in calisthenics and gymnastics for drill each day at the beginning of one of his vacant hours. The work in the various classes is in charge of the physical training teacher and assistant, assisted by student chiefs. These exercises consist of marching, free calisthenics, and drills with light apparatus, as wands, rings, dumb-bells, and Indian clubs. Particular emphasis is laid upon corrective work. Special exercises are prescribed in individual cases for students with minor physical deformities.

All students who are taking as much as two hours per week regularly in athletic sections or in the special afternoon classes may be excused from indoor drills by the teacher of physical training. Attendance at all these exercises is subject to the same regulations as at class recitations.

Baseball, basket-ball, football and track-team work are encouraged among Normal students, not alone for the reasons that prevail in other schools, but because we believe those who are to teach the young should know how to guide them in their sports. Students find with us an opportunity to learn how to coach teams for amateur athletics.

Lectures and Entertainments.

A full course of first-class entertainments is engaged with the opening of each year. Students get the advantage of very low rates, and the net proceeds go to a special contingent fund and to the four evening literary societies of the School. Tickets for the regular course of six entertainments, reserved seats included, are one dollar each. The course since the last publication up to the present date has consisted of the following lectures and entertainments: Chicago Madrigal Club, Geo. R. Wendling, the Play of Everyman, Dr. R. S. MacArthur, Dr. E. A. Steiner, the Herbert Butler Concert Company.

One of the pleasant features of the School is the frequent appearance on the platform, at the morning hour, of distinguished men and women in the various walks of life. Their informal talks are often most eloquent and helpful.

Absence.

Students will not be excused from their classes to go home before the regular recesses begin.

Absence from any required exercise must be accounted for before a student *can be permitted to* enter a succeeding recitation.

Discipline.

So many of our pupils have already had some experience in practical life, that they become valuable aids in developing a healthy school sentiment. This renders few restraints necessary. Still, every effort of the faculty is given towards making the pupils self-reliant, self-controlled men and women; and those whose best endeavor is not in accord with this purpose are summarily dismissed from the School.

Advice.

Those proposing to enter are reminded of the importance of being present at the opening of the session. The student who is behind hand then rarely makes up what he has lost, and will feel a constantly increasing embarrassment throughout the entire term. The habit which is thus indulged indicates a lack of fitness for the profession of teaching. Those students whose standing is to be determined by examination should be present on the days appointed; otherwise, they will subject themselves to the inconvenience and expense of special examinations.

Students arriving in the city will report at once at the office of the President, where they will be supplied with information, and given such assistance in securing homes as they may require.

Read this pamphlet carefully, and write to the President for any information that it does not supply.

Opportunities for Part Year.

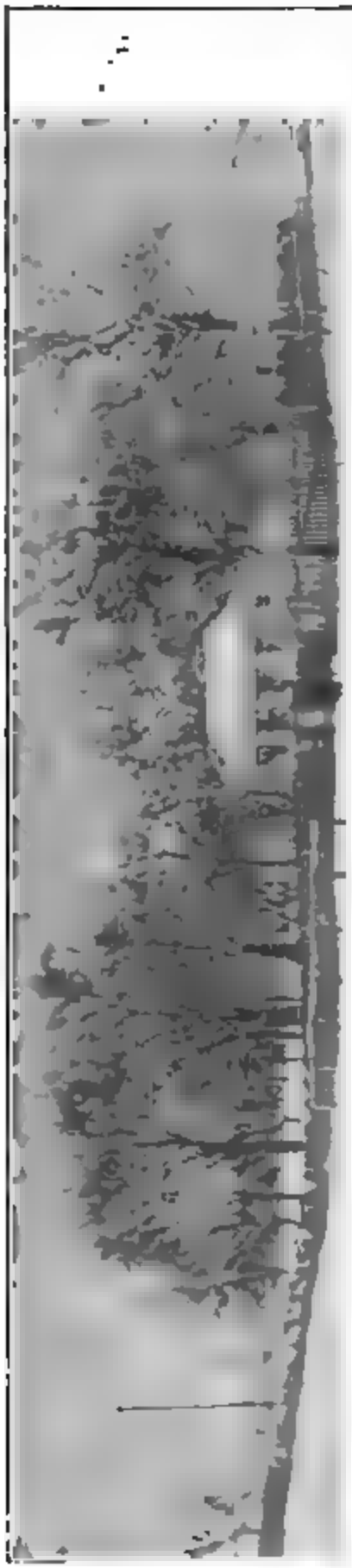
Classes in most of the subjects are started anew every ten weeks. Both halves of all the subjects in the first twenty weeks, of most in the second and of many of the twenty-weeks subjects in the others begin four times in the regular year, so that students coming only a few weeks a year can make progress in the work for which they are ready. In the term beginning about the 1st of April, all the subjects of the course are on the program at once, this being the season of the year in which the attendance is largest. The work may be taken up at any time, and dropped at any time, and, aside from such difficulty in making records as cannot be avoided, no inconvenience will be caused.

Buildings.

The new library building has relieved the crowded condition that existed even after the boiler-house, the janitor's residence and the gymnasium had been added, in recent years. The training-school building, now approaching completion, will add greatly to the convenience and effectiveness of the work which is most characteristic of a normal school.

The new building is furnished with all the modern appliances in the way of modeling boards, sand pans, number rods, reading-boxes, balances, measures, charts, maps, geometrical forms, gifts, books for little people, collections of the most common and most interesting minerals, etc. The Regents appreciate the value of the splendid line of helps now so generally regarded as essential in all primary and intermediate work, and make liberal provisions for their use by the pupil-teachers.

The main building is one of the largest in the state and is admirably adapted to the purposes of the School. The main corridor is nearly 300 feet long, and the entire building contains eighty rooms, exclusive of closets and wardrobes, especially adapted to the wants of the School—making it one of the most complete and *convenient buildings of the* kind in the country. It is supplied with *water from city water-works, with gas*, electric light, electric bells, a system of



ENTRANCE SODEN'S GROVE.

telephones, has telephonic connections with the city exchanges, and is heated by steam. The assembly-room is said to be the finest auditorium in the state. The laboratories for the departments of natural sciences are liberally furnished with the latest and best appliances for illustration and experimentation. The apparatus is already valuable, and is increasing every year. The natural history collection is growing rapidly, and is a valuable aid to class work.

The music department occupies eight fine rooms on the third floor. The School possesses fourteen pianos and an organ, thus supplying a sufficient number of instruments to accommodate all who may wish to use them for practice. The department of drawing is well equipped with a full line of casts, reliefs, models, typical historical ornaments, illustrations of the various schools of architecture, photographs, etchings, engravings, stereopticon views, etc. Every year valuable additions are made to this collection. It is conceded that no other normal school west of New York possesses ampler facilities for instruction in art.

Two rooms in the basement are furnished with a full set of tables and tools, including turning-lathe, scroll-saw, etc., for work in manual training. See outline of work in curriculum number.

What has been said of the facilities in a few of the departments is equally true of all.

The fan system of ventilating has been installed in the main building during the past year. The heating plant has been overhauled, and all that is possible has been done to make conditions comfortable and healthful.

Emporia.

The Atchison, Topeka & Santa Fe and the Missouri, Kansas & Texas railroads, with their extended branches and numerous connections, make Emporia easily accessible from all parts of the state.

The city contains nearly 10,000 inhabitants, and is noted for its many beautiful homes and churches. It lies on the ridge between the Neosho and Cottonwood rivers, its natural drainage is perfect, and it is recognized as one of the healthiest cities in the West. The moral and educational tone, as well as the business enterprise of its citizens, combine to make it the ideal place for an institution of learning. Questionable resorts are not permitted, and those who would violate statutes to maintain such places are not tolerated. Rooms in many of the most comfortable and attractive homes in the city are open to students at reasonable rates. In this connection it might be stated that the moral and spiritual atmosphere in the State Normal School is stimulating and wholesome. Its students have ever been most generous in testifying to its helpfulness to a better living. Our church friends need have no fear that their children will not find a church home and church friends in abundance. There are about twenty different denominations represented in the churches of Emporia, and in nearly every Sunday-school there are one or more classes composed almost exclusively of Normal students. Every Endeavor Society, League and Union in the city has consecrated students in its membership. The Young Men's Christian Association and Young Women's Christian Association of the School are among the largest and best organized in the state. A late canvass showed seventy-five per cent. of the students to be professing Christians, a proportion seldom exceeded even at a denominational school.

Expenses.

All fees specified below go directly into the funds of the institution.

FEES FOR SESSIONS SEPTEMBER TO MAY, INCLUSIVE.

Five dollars for twenty weeks, or one dollar and fifty cents per month for a total less than five dollars, in Model School classes.

Five dollars for ten weeks in special or irregular subjects, or two dollars for each subject for total less than five dollars.

Two dollars for ten weeks in special course in kindergarten.

Five dollars extra per ten weeks for students above the Model School, if resident outside the state within the half-year next preceding.

Five dollars for ten weeks of instruction in French, shorthand, or typewriting, with a refund of three dollars if ten or more enroll.

One dollar and twenty-five cents as library fee for ten weeks, if none of above fees are charged.

FEES FOR JUNE AND JULY TERM.

A tuition fee of four dollars is charged for work in the Normal course or the special kindergarten, with fees for irregular subjects, for laboratory and material, and for French, Spanish, shorthand, and typewriting, as given above.

The hospital fee of fifty cents will be collected from all who are in the summer school, and attendance for the sick will be provided as during the other parts of the school year. The payment of this fee at the beginning of the summer school secures a right to its benefits during all enrolment as a student in the year beginning with the summer school.

A deposit for enrolment in classes taught by student teachers will be returned if good conduct and regular attendance continue to the end of the term.

COST OF LIVING.

It is not necessary to engage rooms before you come. It is always more satisfactory to see what you are engaging before you make definite arrangements. Emporia has so many desirable rooming places that you take no risk in deferring the making of your arrangements until you arrive.

The number of new buildings near the Normal is so great as to make keener competition than ever before in rates for room and board. Every effort is made to reduce expenses to the minimum. Many students are paying as low as $3 for board in private families, while a very few pay as high as $3.75 a week.

Clubs are organized during the year, which report a reduction of about one-third from above rates. Those who board themselves reduce the cost about one-half. A careful comparison with the cost of living at other schools in the state shows that students demanding the same kind of accommodations live with as little expense here as at any of them.

The average in hiring board is a little over $3; self-boarding, a little under $2.

Good unfurnished rooms, capable of accommodating from two to four students, rent for from $2 to $4 per month. Furnished rooms rent for from $4 to $6 per month.

We give below as the cost for four terms what was gathered from inquiries at Emporia when competition for student patronage was not so keen as it is now:

Board and fuel	From $50 to $120
Books	From 5 to 8
Washing	From 12 to 20
Total	From $72 to $156

Students regularly in Normal Department will add a minimum of $5.50 for fees for the year.

The above estimates cover necessary expenses, and have been fully verified by

reports of pupils attending the School during the past years. Of those who were self-boarding, the average yearly expense, all told, for board and washing, was $66.40; those boarding in clubs, average expense, as above, $97.24; those boarding in private families, average expense, as above, $123.59. Of course, the expense for one double term of twenty weeks was one-half of these amounts.

Hospital Fund.

Experience has demonstrated the great advantage of having a trained nurse in connection with a large institution of learning. A little wise counsel and early attention to slight indispositions often prevent serious illness. In every case of sickness a wise and sympathetic nurse is almost as important as a skilled physician. The Regents authorize the employment of a hospital matron who shall be a trained nurse, and whose special duty it shall be to look after the hygienic condition of the premises where students room, to advise and counsel with students in poor health, and to nurse and care for such sick students as may be needing assistance. Two emergency rooms have been fitted up in the main building. To meet the expense of this service, each student is asked to pay the sum of fifty cents for the regular school year or any part thereof. This provision has met with generous approval on every hand, and it has greatly improved the general health and comfort of the students.

To Our Friends.

It is hoped that the alumni and other friends will join the officers of these Schools in extending as widely as possible the benefits of normal instruction. It is believed that these Schools present as favorable opportunities for becoming acquainted with the science and art of education as any other institutions in the West.

County superintendents and others who desire to promote popular education are requested to consider the claims of the teachers' training schools of their own state, when called upon for advice by those who desire to perfect themselves in the teacher's art.

It is always the pleasure of the faculty to aid school officers in securing competent teachers. Letters of inquiry addressed to the President will receive prompt attention.

Board and Rooms.

1. Take plenty of time to satisfy yourself that you have found the room and location you wish.

2. Quiet rooms, well ventilated and properly heated, are necessary for successful study.

3. The attractive room is not the room filled with rich furniture, but rather that one which is scrupulously clean and tidily kept. It is no excuse for untidiness that it is occupied by boys. If they have not already learned to keep a room in order, it is certainly time to begin. No student should be willing to rent a room which is not clean, fairly well furnished, and well lighted. He ought to keep it so, and to expect that his landlady shall do her part also. A room that is fit to live in at all is worth keeping in order. A student's living-room is usually a revelation of the kind of a school-room he will be content to work in.

4. A walk of eight or ten blocks back and forth each day is conducive to good health, and on this account many take rooms at even a greater distance.

5. Test the drinking water, and satisfy yourself concerning the hygienic conditions of the premises. *If surface-water lies about or runs into cellar or cistern or well, the place is unhealthy and the rent is dear at any price.*

special stress being laid upon difficult examples in addition, subtraction, multiplication and division of common fractions and decimals, and upon the cases in denominate numbers.

In geography, the entrance examination includes detailed information upon one's county, state, and nation, the continents, the earth as a whole, measurements upon the earth, latitude and longitude, climatic changes and their causes, and the relations of natural resources to occupations.

In grammar, candidates should be able to pass an examination based on the state text-book. Also, they will be expected to write a good essay of from 300 to 400 words on some subject to be selected by the examiner.

In history, the entrance examination will include general questions upon the entire period of American history. This examination will presuppose a familiarity with current events, and will require a knowledge of Kansas history, all with a degree of thoroughness that would be required for a first-grade county certificate.

Because of the requiring of Kansas history for all grades of county certificates, the following requirements are made for students in the regular school year:

First. All graduates of the class of 1905 and after will make record before graduating.

Second. All who entered the Normal Department before April, 1903, and who have not yet finished United States history in the course, will make this record before entering United States history.

Third. All who enter the Normal Department after the publication of this bulletin will make the record within twenty weeks, or take up the work in the special class, or pay irregular fee for leaving it behind.

In physiology, the candidates should be able to pass an examination based on the state text-book for high and grammar-schools; or they must possess high grades on county certificates.

The entrance grade on spelling and writing will be made from papers on other entrance examinations.

Students feeling that their preparation in a subject would warrant more credit than is given on records presented are allowed to take final examinations before entering classes, or at any time in the first double term after entering. A former student returning after an absence teaching or attending school elsewhere renews for a term this privilege of taking final examinations.

Persons failing so completely in any of the above subjects as to give no promise of preparing for the normal classes in ten weeks are able to find preparatory work in the classes of the Model School. Those giving promise of early proficiency are allowed to join special ten-weeks classes in the deficient subjects, while taking normal work in subjects on which entrance is gained. Special classes are also formed for those whose penmanship, as shown in entrance examination, is not satisfactory, and for those admitted to the Normal Department who are to take Kansas history and those who are not prepared to enter on the normal work in algebra, bookkeeping, constitution, English literature, physiology, and hygiene. The fees for these preparatory classes are given under the appropriate heading. Special classes may be assigned to student teachers and to the afternoon for recitation.

Advanced Standing.

Students who present certificates of honorable dismissal from the State University or the State Agricultural College will, without examination, be admitted to normal classes.

Graduates in the arts course or in corresponding courses of first-class colleges will be admitted to work that they should be able to complete for graduation in the four-year course in one to two years; graduates of high schools and academies which fit students for admission to the freshman class, State University, or of high schools and academies of corresponding grade, will be given such credits as will admit them to the second-year class on entering the School.

The faculty will designate the subjects to be pursued in each case, and the course here will include a review of the common branches.

During recent years more or less of credit on the normal course has been given for work done in the following high schools:

Abilene.
Alma.
Almena.
Americus.
Anthony.
Argentine.
Arkansas City.
Atchison.
Attica.
Augusta.
Axtell.
Barclay.
Barnes.
Belle Plaine.
Beloit.
Bern.
Beverly.
Blue Mound.
Blue Rapids.
Bonner Springs.
Brookville.
Buffalo.
Burden.
Burdett.
Burlingame.
Burlington.
Burr Oak.
Burrton.
Caldwell.
Caney.
Carbondale.
Cawker City.
Cedarvale.
Centralia.
Chanute.
Chase.
Cherokee.
Cherryvale.
Chetopa.
Clay Center.
Clearwater.
Clifton.
Clyde.
Coffeyville.
Colony.
Columbus.
Concordia.
Conway Springs.
Coolidge.
Corning.
Cottonwood Falls.
Council Grove.
Delphos.
Dodge City.
Douglass.
Downs.
Dwight.
Edwardsville.
El Dorado.
Elk City.
Ellinwood.
Ellsworth.
Elsmore.
Emporia.
Enterprise.
Erie.
Eskridge.
Eureka.
Everest.
Florence.
Fort Scott.
Frankfort.
Fredonia.
Furley.
Galena.
Garden City.
Garnett.
Girard.
Glen Elder.
Great Bend.
Greeley.
Greenleaf.
Greensburg.
Halstead.
Harper.
Hartford.
Havensville.
Hays.
Herington.
Hiawatha.
Holton.
Hope.
Howard.
Hoxie.
Humboldt.
Hutchinson.
Independence.
Iola.
Irving.
Jewell.
Junction City.
Kanopolis.
Kansas City.
Kincaid.
Kingman.
Kinsley.
Kiowa.
Kirwin.
La Crosse.
La Cygne.
La Harpe.
Lakin.
Larned.
Lawrence.
Leavenworth.
Lebo.
Lenexa.
Leon.
Le Roy.
Lincoln.
Lindsborg.
Louisburg.
Lyons.
McCune.
Macksville.
McPherson.
Madison.
Mankato.
Marion.
Marquette.
Marysville.
Medicine Lodge.
Melvern.
Meriden.
Minneapolis.
Montana.
Moran.
Morrill.
Mound City.
Moundridge.
Mulvane.
Neodesha.
Neosho Falls.
Neosho Rapids.
Netawaka.
Newton.
Nickerson.
Nortonville.
Oberlin.
Olathe.
Onaga.
Osage City.
Osawatomie.
Osborne.
Oskaloosa.
Oswego.
Ottawa.
Oxford.
Paola.
Parsons.
Peabody.
Perry.
Phillipsburg.
Pittsburg.
Plainville.
Pomona.
Pratt.
Prescott.
Quenemo.
Reading.
Republic.
Riley.
Rosedale.
Russell.
Sabetha.
St. John.
St. Paul.
Scandia.
Scottsville.
Scranton.
Sedan.
Sedgwick.
Seneca.
Silver Lake.
Solomon.
Spring Hill.
Stafford.
Sterling.
Stockton.
Thayer.
Tonganoxie.
Topeka.
Toronto.
Troy.
Valley Falls.
Vermillion.
Walnut.
Wamego.
Wauneta.
Washington.
Waterville.
Wathena.
Waverly.
Wellington.
Wellsville.
Wetmore.
White Cloud.
Whitewater.
Wichita.
Williamsburg.
Wilson.
Winchester.
Winfield.
Woodbine.
Yates Center.

Graduates of the better class of high schools are likely to receive half credit on double-term subjects on which a half-year or more of high-rank high-school work has been done, and to receive full credit on double-term elective subjects on which a year or more of such work has been done. The taking of a part of the work in required subjects is for the purpose of studying the methods of teaching those subjects. With this purpose in view, it would, if German or Latin or manual training were elected, be deemed necessary to require at least a term of work here for methods, even though the academic work completed in the subject might exceed the amount counted here for graduation. Work done elsewhere in the professional subjects should not be presented here for credits, unless taken in a professional school similar to this in rank and purpose.

County-high-school graduates receive part credit on professional work, and should be able to obtain the one-year state certificate with the legal minimum of attendance.

The President of the Faculty will take pleasure in corresponding with school principals and superintendents who may desire to make such arrangements as may be necessary in order that their high-school diplomas may admit candidates to the Normal Department of the School without examination, or who may contemplate adopting a course of study which would give graduates advanced standing. (See list of schools whose diplomas are already recognized.)

Methods in the common branches will be given, by special arrangement, with advanced students and experienced teachers, to complete the grade in arithmetic, geography, grammar, and history, and such students are entered with a "P. M." on these subjects, which means "passed on taking methods." This work will cover an hour per day for each subject one afternon a week for the full term of twenty weeks. See outline of this work.

For those allowed to make their grade in the four standard subjects by taking methods only, the work will be done in a forty-five-minute recitation one afternoon per week for twenty weeks, as follows: Arithmetic, Monday; history, Wednesday; grammar, Thursday; geography, Friday. These four methods classes, different every day, make, if all carried at the same time, heavier work than is usual for a daily recitation in one subject.

Students with half credit from some other school on botany or on the first twenty weeks of English should confer with the head of the proper department as to which half of the work is to be taken.

Students classed G or H may, if they have completed a full year of German or Latin, enter two classes in the subject at the same time.

Students who have already completed the academic or any professional course in the institution may, on returning, without being regarded as irregular, take any work they choose, subject only to the limitation as to special permission for taking more than one subject in any one department.

Credits Forfeited or Declined.

Students in the first half of a subject receive at the end of the ten weeks slips marked Y if the work done thus far averages ninety per cent. or more; marked Z if below ninety per cent. and the teacher consents to the student's keeping the grade and going on with the last half of the subject.

Students may choose for themselves whether they will take again a half on which they are marked Z. If they elect to go on with the last half, they must complete the grade for the term, and if they fail the teacher may allow them to take either half over and have the average of the grade for the other half, but a failure on the term's work must be regarded as such. If a student enters a last half of a double-term subject after getting credit on the first half because of work done elsewhere, the student may drop that half at any time with the consent of the teacher, and the teacher will report in the transcript that the credit on the first half is killed.

A student may decline to take advantage of credit given him; for instance, being passed on all but the last ten weeks of algebra, may choose to begin II from the first, or, having "P. M." on one of the common branches, may choose to take the last half; but after he has made his choice he must stand by it, as if the credit declined had never been given.

Miscellaneous Matters.

Classification.

Grades of eighty per cent. or above in subjects mentioned in the tabular course of study, or named above as substitutes for them, will be counted as determining the classification of students in the Normal Department.

Eighty weeks of work completed, exclusive of spelling and rhetoricals, advance a student one letter in the classification; those who are taking in the current ten weeks all the subjects for graduation are listed G, and those who have already graduated in some course and are not now enrolling in studies to complete another course this ten weeks are listed H.

Credits from other schools, when entered on the student's record in this institution, count in advancing the classification, and thus eighty weeks of work completed will admit to B, 160 weeks to C, 240 weeks to D, 320 weeks to E, and so on through to H, no matter in what terms of the course the studies may come.

Graduation.

The roll of the senior class is made up nine weeks before commencement day, subject to decrease but not to increase. No matter what previous enrolment a student may have made in the institution, he must, in order to graduate, be regularly on the roll at this time, either as having completed all the work for graduation, or as taking all his unfinished work in regular classes. Examinations outside of class for graduation are not allowed in the last nine weeks, and the student is not allowed to take, during that time, any more than the usual number of subjects. Chances of failure on subjects taken in the last ten weeks of the course should not be lightly risked. There is no more reason to expect here than anywhere else in the course special examination for making up work.

Assigning to Classes.

Every student is expected to be a member of some one teacher's class for the class-teacher meeting, which occurs regularly at the close of general exercises on Monday. He is invited to consult this teacher as his "guide, philosopher, and friend." The class teacher issues permits for the assigning of his class to their various studies. The record the student has already made in the institution is consulted for guidance, and if there is evidence that he is strong in school work, the teacher may admit to as many as four studies, besides spelling and rhetoricals. If the student has, during the ten weeks just previous, failed in two of the full-time subjects, or failed to carry as many as two of these subjects, the teacher is required to refer the case to the President. Students may be allowed to take but one study, if reasons are satisfactory, but the carrying of two studies is required to gain and hold full membership in the School.

Three studies, besides spelling and rhetoricals, are a creditable amount of work, if well done. Students may take four without special permission, and, if they desire to take five, they should file with the President, as early as Friday before school begins, a memorandum naming the studies for which application is made *to the faculty.*

Rhetoricals.

The rhetorical exercises required for each regular student are not more than four declamations, first year; four essays, second year; two orations, third year; and one theme, fourth year. A review of some book assigned may be substituted for one of the declamations, and a grade on extemporaneous speech may be made for one term's work in the third year. The declamations are in the department of elocution, and the essays in the department of English. The exercises in rhetoricals in the third year and the fourth are under the direction of the new department of themes and public speaking, and the memorizing and delivering are under the direction of the department of elocution.

Calisthenics.

Exercises in calisthenics throughout each course. During a part of the last year in the professional course students conduct classes in calisthenics, under the supervision of the director of physical culture. Leaders of these classes meet weekly for special drill.

Gymnastics and Athletics.

Each student is due in the gymnasium in calisthenics and gymnastics for drill each day at the beginning of one of his vacant hours. The work in the various classes is in charge of the physical training teacher and assistant, assisted by student chiefs. These exercises consist of marching, free calisthenics, and drills with light apparatus, as wands, rings, dumb-bells, and Indian clubs. Particular emphasis is laid upon corrective work. Special exercises are prescribed in individual cases for students with minor physical deformities.

All students who are taking as much as two hours per week regularly in athletic sections or in the special afternoon classes may be excused from indoor drills by the teacher of physical training. Attendance at all these exercises is subject to the same regulations as at class recitations.

Baseball, basket-ball, football and track-team work are encouraged among Normal students, not alone for the reasons that prevail in other schools, but because we believe those who are to teach the young should know how to guide them in their sports. Students find with us an opportunity to learn how to coach teams for amateur athletics.

Lectures and Entertainments.

A full course of first-class entertainments is engaged with the opening of each year. Students get the advantage of very low rates, and the net proceeds go to a special contingent fund and to the four evening literary societies of the School. Tickets for the regular course of six entertainments, reserved seats included, are one dollar each. The course since the last publication up to the present date has consisted of the following lectures and entertainments: Chicago Madrigal Club, Geo. R. Wendling, the Play of Everyman, Dr. R. S. MacArthur, Dr. E. A. Steiner, the Herbert Butler Concert Company.

One of the pleasant features of the School is the frequent appearance on the platform, at the morning hour, of distinguished men and women in the various walks of life. Their informal talks are often most eloquent and helpful.

Absence.

Students will not be excused from their classes to go home before the regular recesses begin.

Absence from any required exercise must be accounted for before a student *can be permitted to* enter a succeeding recitation.

Discipline.

So many of our pupils have already had some experience in practical life, that they become valuable aids in developing a healthy school sentiment. This renders few restraints necessary. Still, every effort of the faculty is given towards making the pupils self-reliant, self-controlled men and women; and those whose best endeavor is not in accord with this purpose are summarily dismissed from the School.

Advice.

Those proposing to enter are reminded of the importance of being present at the opening of the session. The student who is behind hand then rarely makes up what he has lost, and will feel a constantly increasing embarrassment throughout the entire term. The habit which is thus indulged indicates a lack of fitness for the profession of teaching. Those students whose standing is to be determined by examination should be present on the days appointed; otherwise, they will subject themselves to the inconvenience and expense of special examinations.

Students arriving in the city will report at once at the office of the President, where they will be supplied with information, and given such assistance in securing homes as they may require.

Read this pamphlet carefully, and write to the President for any information that it does not supply.

Opportunities for Part Year.

Classes in most of the subjects are started anew every ten weeks. Both halves of all the subjects in the first twenty weeks, of most in the second and of many of the twenty-weeks subjects in the others begin four times in the regular year, so that students coming only a few weeks a year can make progress in the work for which they are ready. In the term beginning about the 1st of April, all the subjects of the course are on the program at once, this being the season of the year in which the attendance is largest. The work may be taken up at any time, and dropped at any time, and, aside from such difficulty in making records as cannot be avoided, no inconvenience will be caused.

Buildings.

The new library building has relieved the crowded condition that existed even after the boiler-house, the janitor's residence and the gymnasium had been added, in recent years. The training-school building, now approaching completion, will add greatly to the convenience and effectiveness of the work which is most characteristic of a normal school.

The new building is furnished with all the modern appliances in the way of modeling boards, sand pans, number rods, reading-boxes, balances, measures, charts, maps, geometrical forms, gifts, books for little people, collections of the most common and most interesting minerals, etc. The Regents appreciate the value of the splendid line of helps now so generally regarded as essential in all primary and intermediate work, and make liberal provisions for their use by the pupil-teachers.

The main building is one of the largest in the state and is admirably adapted to the purposes of the School. The main corridor is nearly 300 feet long, and the entire building contains eighty rooms, exclusive of closets and wardrobes, especially adapted to the wants of the School—making it one of the most complete and convenient buildings of the kind in the country. It is supplied with water from city water-works, with gas, electric light, electric bells, a system of

ENTRANCE SODEN'S GROVE.

CHEYENNEWOOD RIVER.

telephones, has telephonic connections with the city exchanges, and is heated by steam. The assembly-room is said to be the finest auditorium in the state. The laboratories for the departments of natural sciences are liberally furnished with the latest and best appliances for illustration and experimentation. The apparatus is already valuable, and is increasing every year. The natural history collection is growing rapidly, and is a valuable aid to class work.

The music department occupies eight fine rooms on the third floor. The School possesses fourteen pianos and an organ, thus supplying a sufficient number of instruments to accommodate all who may wish to use them for practice. The department of drawing is well equipped with a full line of casts, reliefs, models, typical historical ornaments, illustrations of the various schools of architecture, photographs, etchings, engravings, stereopticon views, etc. Every year valuable additions are made to this collection. It is conceded that no other normal school west of New York possesses ampler facilities for instruction in art.

Two rooms in the basement are furnished with a full set of tables and tools, including turning-lathe, scroll-saw, etc., for work in manual training. See outline of work in curriculum number.

What has been said of the facilities in a few of the departments is equally true of all.

The fan system of ventilating has been installed in the main building during the past year. The heating plant has been overhauled, and all that is possible has been done to make conditions comfortable and healthful.

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The hospital fee of fifty cents will be collected from all who are in the summer school, and attendance for the sick will be provided as during the other parts of the school year. The payment of this fee at the beginning of the summer school secures a right to its benefits during all enrolment as a student in the year beginning with the summer school.

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Total	From $72 to $156

Students regularly in Normal Department will add a minimum of $5.50 for fees for the year.

The above estimates cover necessary expenses, and have been fully verified by

reports of pupils attending the School during the past years. Of those who were self-boarding, the average yearly expense, all told, for board and washing, was $66.40; those boarding in clubs, average expense, as above, $97.24; those boarding in private families, average expense, as above, $123.59. Of course, the expense for one double term of twenty weeks was one-half of these amounts.

Hospital Fund.

Experience has demonstrated the great advantage of having a trained nurse in connection with a large institution of learning. A little wise counsel and early attention to slight indispositions often prevent serious illness. In every case of sickness a wise and sympathetic nurse is almost as important as a skilled physician. The Regents authorize the employment of a hospital matron who shall be a trained nurse, and whose special duty it shall be to look after the hygienic condition of the premises where students room, to advise and counsel with students in poor health, and to nurse and care for such sick students as may be needing assistance. Two emergency rooms have been fitted up in the main building. To meet the expense of this service, each student is asked to pay the sum of fifty cents for the regular school year or any part thereof. This provision has met with generous approval on every hand, and it has greatly improved the general health and comfort of the students.

To Our Friends.

It is hoped that the alumni and other friends will join the officers of these Schools in extending as widely as possible the benefits of normal instruction. It is believed that these Schools present as favorable opportunities for becoming acquainted with the science and art of education as any other institutions in the West.

County superintendents and others who desire to promote popular education are requested to consider the claims of the teachers' training schools of their own state, when called upon for advice by those who desire to perfect themselves in the teacher's art.

It is always the pleasure of the faculty to aid school officers in securing competent teachers. Letters of inquiry addressed to the President will receive prompt attention.

Board and Rooms.

1. Take plenty of time to satisfy yourself that you have found the room and location you wish.

2. Quiet rooms, well ventilated and properly heated, are necessary for successful study.

3. The attractive room is not the room filled with rich furniture, but rather that one which is scrupulously clean and tidily kept. It is no excuse for untidiness that it is occupied by boys. If they have not already learned to keep a room in order, it is certainly time to begin. No student should be willing to rent a room which is not clean, fairly well furnished, and well lighted. He ought to keep it so, and to expect that his landlady shall do her part also. A room that is fit to live in at all is worth keeping in order. A student's living-room is usually a revelation of the kind of a school-room he will be content to work in.

4. A walk of eight or ten blocks back and forth each day is conducive to good health, and on this account many take rooms at even a greater distance.

5. Test the drinking water, and satisfy yourself concerning the hygienic conditions of the premises. If surface-water lies about or runs into cellar or cistern or well, the place is unhealthy and the rent is dear at any price.

6. In all cases, ladies should make arrangements for receiving their callers in the family parlor. Young ladies should not rent rooms in houses unoccupied by a family, without the express permission of the President of the Faculty. The rules do not permit the reception of gentlemen in ladies' bedrooms.

7. That there may be no misunderstanding, it is always better to enter into a written contract. All items of importance should be specifically mentioned in it. Be careful to note:

(*a*) Whether the contract includes light and fuel.

(*b*) Whether the rate is for the school month, or the calendar month.

(*c*) Exactly when the time begins and ends.

(*d*) Whether payment is to be in advance, or at end of each month.

(*e*) For what causes money will be refunded.

(*f*) What notification must be given by either party to cancel contract.

8. In case a change is contemplated, longer notice than the contract calls for should be given, if possible, and, in general, the aim should be to do better than is promised rather than as little as the contract allows.

General Memoranda.

The following miscellaneous memoranda should be noted and the suggestions carefully followed:

1. Library hours, practically all daylight hours, except Sunday; also week-day evenings when there is no meeting of general interest to students.

2. Conversation is not permitted in the reading-room or library at any time.

3. No books, papers or other articles should be removed from any room without permission of owner or of proper authority.

4. During their vacant hours, students remain in some designated room.

5. Loitering or loud talking in the halls or cloak-rooms is forbidden.

6. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be plainly marked with the name of the owner.

7. The city residence of every student should be on file at the office. *If a change is made, it should be reported in writing to the office at once.*

8. Every case of sickness should be promptly reported to the class teacher and to the resident nurse.

9. In passing to and from all classes, keep to the right, in single file, and refrain from conversation throughout the entire route.

10. Students are required to attend classes regularly, and to be present at all general exercises unless excused by the President.

11. Reasons for tardiness and absence are to be presented before entering classes again. If excused, the lessons can be made up on the first or second day following the absence; if a written request for further time be presented, and the teacher retain it, you will understand that the time is extended until the following Monday.

12. Reasons for absence on account of sickness should be reported to the head nurse. Reasons for absence from a single class should be presented in writing to the teacher of that class. Other reasons for absence from classes or general exercises must be reported to the financial secretary. Excuses, when signed by these officers or by the President, should be presented as required in No. 11 above, and then filed in room No. 53 or at the office.

13. Seven unexcused absences from any class or required exercise are sufficient to suspend a student from school.

14. For the Friday evening meetings of the literary societies in the months of September, October, April, May, and June, the doors close at 8 P. M.; during the rest of the school year, at 7:30 P. M.

15. Students desiring to drop any subject must secure the written consent of the President.

16. The first electric bell is a warning bell only; the second dismisses classes and students who may be waiting in the library or assembly-room; the third should find every student in the place he is to occupy for the hour. Students not in recitations should not begin to whisper or to move about until the second bell rings. But one bell rings at close of recess, and should find everybody in his place.

17. All students should have respect to the time and to the study hours of their fellow students, and should refrain from making frequent or prolonged visits. Every student should plan to spend his evenings in his own room, and, unless detained at some meeting or entertainment, he should have perfect quiet in his room after ten P. M. each evening.

18. Of course, no student will visit questionable places of amusement, or engage in betting or in games of chance where money or other valuables are stakes.

19. Thoughtful young people preparing to teach will readily see the propriety of respecting the Sabbath, even though no formal requirement is made as to any specific duty on that day.

20. In bringing money for use during school, it is always safer to buy a draft or a post-office or express money-order.

21. Students should not leave money or valuables in their rooms.

22. Students losing or finding articles of any kind should promptly report the fact to the general office verbally or in writing, with the exception that text-books found may be sent directly to the department in which they are used.

23. Please notify your correspondents of your street number and ask them to direct your mail to it. All mail received in the care of the Normal will be returned to the post-office after full direction for city residence is added.

24. Bicycles may be left during school hours inside the south basement corridors. Bicycle riders should note that the ordinances of the city of Emporia forbid riding at a high rate of speed and forbid riding on sidewalks. They require that the bell shall be rung on approach of teams, and also at crossings, when pedestrians should be warned. They also require that a lighted lamp shall be carried on bicycles used after dark.

25. It is the sense of the faculty that students should not keep firearms in their rooms nor use them while in school, and that we shall hold students responsible in case firearms are found in their possession.

26. The ordinances of the city of Emporia prohibit ball throwing or general playing on the sidewalks, streets, and alleys.

27. Attention is called to the state law forbidding the marking, defacing or destruction of public property.

28. In all things strive to follow that course which will promote order and increase the efficiency of the School.

29. Students are advised to bring their old text books with them, as they will be useful for reference.

30. The purchase of second-hand books is objectionable, unless the purchaser

buys directly from the previous user, and can thus learn the history of the book. At Emporia the Christian associations of the main school conduct a second-hand book market in the building at the close of each term and serve students without charge to either seller or buyer.

Earning Expenses.

Students thinking of entering the institution often inquire whether they can find employment which would enable them to support themselves. The institution itself has very little to offer in that line. The clerk in the general office almost always has on file applications from citizens for various kinds of service. The Y. M. C. A. has a committee on employment whose chairman cooperates with the office in seeing that employers get good employees, and taking care that the desired services shall be temporarily performed, if necessary to hold the places, with the understanding that the students who are seeking to save places for those who need them will transfer them as soon as persons needing the places are found.

The Normal is not able to promise such places definitely in advance of the arrival of students. The employer and employee should meet before a contract is made. If students can come with enough money to take care of their expenses until they make such acquaintance as will give supporting employment, the institution will give them every possible chance to do well the outside work for which they engage. Many of the students find opportunity to earn part of their expenses after being here long enough to become acquainted, and some are earning all their expenses.

We quote below, with the heading under which it originally appeared, what one of the Emporia papers published some years ago, an article as true to-day as it was then. Had the writer been fully informed, he might have added that many of the stores use student clerks in the afternoon and evening, and many farmers and gardeners in the neighborhood apply for afternoon help.

What Emporia Does for Students.

"With a student population from outside of at least one tenth as great as the entire resident body of people, Emporia does the handsome thing in the way of assisting deserving students. The student as a wage-earner is a factor in the business community as a carrier of daily papers, church janitor, laundry agent, hotel clerk, table waiter, housekeeper, club steward, custodian of barn, printer and solicitor of advertising for student papers, and doubtless in many other capacities not mentioned here.

"Normal students are especially adaptable to all kinds of work, because of the fact that they come with serious purpose, and are accustomed to self-support. They do not feel that it is necessary to keep exact pace with the other members of their classes. Students are not so regular in the Normal course as in the work of other institutions. A young man or a young woman enrolled in a high school or college feels that it is a disgrace to fail to graduate when the regular time for the class graduation is reached. A small percentage of any Normal graduating class has come regularly and continuously through the years from entry to graduation.

"The program of recitations at the Normal is so arranged that almost any one who can have at his disposal two or more hours between 8 and 12:30 can secure school work that he wants. It would therefore be feasible for the Normal student to accept employment outside for as many as eight hours, at almost any time of the day or night, and yet have time, strength and opportunity to make

progress in his course. Nearly all of the subjects are repeated every term, and in most of the subjects there are recitations at various hours of the forenoon covering the same matter.

"Self-supporting students at the Normal are among the most worthy, and the fact that they are supporting themselves does not in any way diminish their self-respect, nor decrease their popularity with faculty or students. Almost any one conversant with the Normal history in the past few years could name students who came to the city with very little money, pursued an honorable and successful course in school, and went out into the world with money gathered in Emporia in excess of what they had originally brought."

Special Suggestions to Senior Students.

Students are not entitled to register as members of the G class who have any work for graduation which they are not taking in class. This includes spelling and rhetoricals, as well as other subjects.

All students expecting to graduate during the current year will please note that no final examinations, except in class, are given candidates for diplomas after Wednesday of the last week of the fourth term. The responsibility for bringing up back work and completing record necessary for graduation rests with the student and not with the faculty. No subject should be left until the last day unless absolutely necessary. Seniors should not presume on "understandings" about grades and credits in any subjects. Actual entries under proper signatures are the only warrant for registration in the G class.

Themes are due on Friday evening before the last ten weeks begins, and no candidate for class representation whose theme is not at that time in the hands of the class teacher will be considered.

It is important that the graduating class organize not later than the first week of February and appoint the necessary committees, that they may begin work without delay.

As early as possible, the class assessments should be determined, and every member should consider it his duty and privilege to pay them promptly. The spirit of cooperation and fellowship reveals itself no more quickly anywhere than in class relations. Every true teacher possesses it.

Students who are within one year of graduation are encouraged to anticipate the salary they are likely to earn. A "students' loan fund," established by the graduating classes of 1899, 1900, and 1901, is giving very effective help in that respect.

Amusements.

Good health is essential to successful study. One or two hours' exercise each day in the open air or in the gymnasium should be taken by every student as scrupulously as he takes his meals. To get the best results, the exercise should be of such a character that all thought of books or of work will be cast aside and the pleasure of the exercise be its own reward. Outdoor games and sports, such as named elsewhere, combine recreation and pleasure in such a way as to provide the most desirable amusement for young men and women who spend the principal part of their time at the study table or in the laboratory.

While all of this is true, we have ever recognized the indoor social life of an institution of learning as one of the most potent factors for the development of ideal manhood and womanhood. No student can afford to become a recluse, and shut himself in his room all of his time. Some of the rarest geniuses the world has ever seen have been so utterly lacking in social culture and in the commonest courtesies of every-day life that their usefulness was almost entirely destroyed.

The prospective school-teacher, of all classes of students, cannot afford to neglect social life. The best results do not come from association with a little coterie of friends, whether of two or three or of a dozen, but rather from minglirg with many people and from coming in contact with a variety of spirits. Selfishness almost as surely develops in the former case as though one were to live alone. Neither do the best results come from spending much time in playing parlor games of the class so popular in many communities. Many of these games are innocent enough, and for occasional diversion have their place in every home, but as a daily recourse are to be deplored.

There are some amusements, however, such as card-playing, which are recognized even by habitual players as hardly in accord with the ideal which is commonly held up for the schoolmaster, and very few school boards are willing to employ teachers who have a reputation for such games. But whatever their views in a general way, they concede that the student ought to find recreation in other lines. There are so many delightful ways of entertaining a company of friends, that it does not seem necessary to resort to any of the few amusements about whose propriety there is a question.

Students will not find it to their advantage to spend many evenings during the year at places of amusement in the city, such as billiard-halls and bowling-alleys. As men and women of national reputation are announced, the opportunity ought to be improved, if time and place permit, but the main purpose in attending the School should never be subordinated to amusements of any kind.

While the School does not pretend to lay down any specific rules concerning such matters, it expects students to respect its attitude as expressed in the foregoing.

Ventilation and Temperature.

Study rooms should be provided with stoves early enough in the fall for light fires as the cool evenings appear. Many students lay the foundation for serious trouble by studying, for only an hour or two, in cold or damp rooms. It is also wise to be in no haste about taking down stoves in the spring. The best authorities name 68° to 70° F. as the proper temperature for study and recitation rooms.

It is of vital importance not only that living-rooms should be properly heated and ventilated, but that the recitation-rooms should be equally as free from foul air and extremes in temperature. Every member of the faculty will be under obligations to you if you will notify him promptly in case the air in his room becomes impure, the temperature too high or too low, or the draft too strong. It often happens that in seating a class some students who are more sensitive to drafts than others are placed in a current of air. An exchange of chairs will at once be arranged if you will kindly request it of your teacher.

Defective Vision or Hearing.

It is important that every student should know whether he is defective in vision or hearing. Perhaps half of any company of young people that come together anywhere are more or less defective in one or both. As a result, nervousness and headache are common, particularly from defective eyesight, in home study and in the schoolroom. The physical suffering is often deplorable, the more so as it usually is so easily prevented. All defective in either sense should notify their teachers as they enter a class, so that they may be assigned to seats where they can without effort see work on the blackboard and hear students and teachers talk. Failure to see the written work or to hear distinctly is often the real cause of failure in a subject, and no student can afford to spend his time in

a class when hampered in this way. Even though the defect be slight, he may do himself and his teacher an injustice in neglecting to mention it.

It sometimes happens that muscular control in arm or vocal cords is so deficient that a student can accomplish little in penmanship, drawing, or vocal music, and students will be excused from the regular classes on certificates to that effect, though it must not be forgotten that those subjects, judiciously pursued, may be needful for the development of that very control.

Sickness.

As stated elsewhere, all cases of sickness causing absence from classes should be reported promptly to the class teacher and to the office of the resident nurse. Much embarrassment is frequently caused by the failure of a student to consult with his class teacher before engaging a physician. Even a slight indisposition may soon prove a serious matter, and competent treatment is always the safer course. The change from an active to a sedentary life often produces serious disorders, and no student can afford to be careless or indifferent concerning them. Remember the *ounce of prevention.*

Contagious Diseases.

It is important that particular care should be exercised where a contagious disease is suspected. Care in this matter may not only prevent serious results to the student, but may save much trouble to his classmates and to the community. No student afflicted with any contagious disease should go to classes, to other students' rooms, to students' tables, or to public gatherings of any kind whatever, so long as there is the least possible chance of infection. In each case, before entering school again or entering any rooms in the Normal building, he should secure a written certificate from the city physician and a permit from the President of the Faculty, or, in case he belongs to the Model School, from the principal of the same. In the more dangerous diseases, the regulations require an *interim* of ten days after the issuance of the physician's certificate before the permit to enter school can be given. All such certificates must show that proper care has been taken to fumigate premises and to remove every vestige of infectious material from body and clothing.

For the benefit of those who may be lacking in definite information concerning the symptoms of the more common contagious diseases, the following characteristics are inserted here:

Chicken-pox.—Itching and slight elevation of temperature, first symptoms: a little red spot and then a blister is the charateristic eruption; stomach trouble. For treatment, nothing but correction of stomach difficulties. Wait for the disease to run it course. Contagious; severe with grown people; isolate; one attack renders patient immune.

Diphtheria.—Symptoms: Throat trouble: chill; nausea: high fever; extreme prostration; weak pulse; membrane may extend over nasal pharynx; deposit on the mucous membrane in the nose and pharynx; fever. (What is considerered as croup, especially what physicians call membranous croup, is liable to be diphtheria.) It may be carried in clothing, but the greatest danger is in the breath. Contagious until the room has been thoroughly fumigated. Isolate.

German Measles.—Rose-colored spots, from the size of a pin-head to that of three or four pin-heads. On the face, where these spots first appear and are most abundant, they do not flow together; low fever: a light grade of catarrh,

with sneezing. Smaller glands enlarged behind ear. Symptoms much less severe than the corresponding symptoms of measles. Isolate.

Measles.—Sneezing and running of the nose and ordinary or rather severe cough should be regarded as measles, if that disease is epidemic. Symptoms most characteristic: Congested eyes, eyeballs itching, light hurting eyes, inability to read without pain in the eyes; fever. The breaking out begins usually on the fourth day, mostly on the forehead and face at first. Can be seen in roof of mouth; rasping, low cough. Contagious from the very beginning. A pungent odor always. When scaling off, scales carried in clothing to others may communicate the disease. Attacks all ages. One attack does not always give exemption from another. Treat with a syrup to relieve cough, and drink cold water to bring out the eruption. Isolate.

Mumps.—Fever; soreness of the jaws; swelling of the glands at the base of jaws; pains in these glands when any acid, such as pickle or vinegar is taken. Guard against taking cold. Contagious and infectious. Isolate.

Scarlet Fever.—Rise of temperature and very high fever (may begin with a chill), sore throat; rash, scarlet and very close together, appears about the end of the second day, begins on neck and spreads over face and chest; glands enlarge. Most severe with young children; the older the child the less eruption; contagious from the time the fever begins until the scaling ceases, forcible sometimes at onset; can be carried in clothing, especially in the stage of scaling; contagious until the room has been fumigated. Isolate. *Scarlatina.*—Has these symptoms in milder form, but should be regarded as scarlet fever.

Smallpox.—All who have not been vaccinated should protect themselves by vaccination. One of the most pronounced of the first symptoms is a severe backache and headache, with fever; spots arise with an indented blister on top; inside of each blister is water at first; in twenty-four hours the water of the blister turns to matter; contagious and infectious in almost all ways imaginable.

Whooping-cough.—It cannot be distinguished from an ordinary cold until the peculiar whoop appears; contagious in any stage, and a second or even a third or fourth attack may occur. Isolate.

So important does every well-regulated community consider attention to these diseases, that their regulation is usually formulated into law, with penalties for its violation. Of course, every good citizen wishes only to know the law, and then he cheerfully obeys.

The ordinances of the city of Emporia provide as follows:

"The board of health, under the direction of the city council, shall exercise a general supervision over the health of the city, with full power to take all steps and use all means necessary to prevent the introduction or the spreading of smallpox or any and all other malignant and contagious or infectious diseases within the limits of said city and within the surrounding territory within five miles of said limits, and it shall have power to quarantine against premises containing any such infectious or contagious disease within said city or adjacent territory, and to fix rules and regulations under which persons may enter or leave such premises, the time during which said quarantine shall remain effective. It shall be unlawful for any person to interfere with, remove, displace or destroy any notice or sign given or placed announcing quarantine, and it shall be the duty of every person to obey and observe all rules and regulations made and announced by said board.

"It shall be the duty of every physician in the city, or adjacent territory within five miles of its limits, to report to said board or some member thereof

every case of smallpox or other contagious disease which said physician may be called upon to attend within said city limits or said adjacent territory within as short a time as possible, not exceeding twelve hours after such physician has made a diagnosis, and it shall be the duty of the head of every household within said city or said adjacent territory forthwith to report to the physician of said board or some member thereof every case of croup, membranous croup, smallpox and other contagious and infectious diseases which may be discovered by any member of said household, or any boarder or lodger therein, or any case of suspected contagious or infectious disease, immediately upon the discovery of such disease or of symptoms which might indicate such disease, in case no physician is employed.

"Any person violating any of the provisions of this ordinance shall be fined in any sum not less than $5 or more than $100 and the costs of the prosecution, and shall stand committed until such fine and costs are paid."

The physician of the board of health will, without charge, answer inquiries as to whether certain symptoms indicate a contagious disease, and will call at the premises if necessary, in answer to a request to do so. He is, of course, at liberty to charge for any treatment he is requested to give.

The present physician of the city board of health is Dr. Anna Ellsworth, office and residence, 611 Commercial, upstairs.

Societies.

The literary societies are valuable adjuncts of the School. New students are cordially invited to their meetings and to unite with some one of them. All regular students in the Normal Department and in the advanced classes of the music department are eligible to membership in the Lyceum, Belles Lettres, Philomathian, Literati, and the Oratorical Association. The members of the A and the special classes and the Model School are eligible to membership in the Amasagacian Society. The membership in each of the first four is limited by the Board of Regents to 160; their meetings are held on Friday evenings; the Amasagacian, on Friday afternoons; and the Oratorical Association, at the call of its president. The Alpha Senate, composed of gentlemen, and the Omega Society of ladies meet on Saturdays, and devote themselves to practice in debate. The Young Men's and the Young Women's Christian Associations hold devotional meetings each Sunday. For further information about any of these organizations, ask some member.

THE EURIDICE CLUB is an organization composed of young ladies in the institution who have already attained considerable skill as vocalists, and is limited to thirty members.

THE ORPHEUS CLUB is an organization composed of young men who have already attained proficiency in a vocal way and who are more or less independent singers.

These two organizations are under the leadership of the director of music. Students who may desire to join either of them should consult Professor Boyle as early as possible after entering school.

THE NORMAL ORCHESTRA is composed of students who are skilled in the use of orchestral instruments, and is under the leadership of the teacher of stringed instruments. All students interested in it are invited to meet Mr. Blair early in the first week and enroll their names.

The various organizations of the School are placed upon a business basis, and *they all afford good* opportunities to learn the art of cooperation and to become *familiar with the* ways of doing things in practical life.

Prize Contests.

The institution provides prize contests in debate, declamation, essay, piano and vocal solo. The participants in these contests are selected from the literary societies, and for the purpose of ranking the societies, beginning with the school year 1903–'04, victory in June debate counts 12, December debate 10; first rank in declamation 3, second rank 2; first rank in essay 5, second rank 3; first rank in piano solo 2, second rank 1; first rank in vocal solo 2, second rank 1.

The ranking provided for above will be emphasized at the close of each year by the awarding of the D. D. Williams & Co. souvenir to the society that has won the most points during the contests of the year, no society being allowed to have credit for any point won by a contestant who has previously taken first place in the same exercise. If, in the awarding of the trophy, any question arises not provided in the terms of this offer, decision is to be made by the faculty council.

The evening before the last day of school in December of each year is the time for the contest in debate and in piano solo; and the sixth Friday evening of the term, beginning about the 1st of February, is the time for the oratorical contest and the contest in vocal solo and in essay. The evening before commencement is the time for the contest in debate and declamation.

The contestants in the June debate shall be the societies that were the winners in the two contests in debate in the preceding year.

The contesting societies in the December debate shall be the societies that were the losers in the two contests in debate in the preceding year.

The choice of debaters shall be made as early as twelve weeks before the date fixed for the contest.

Students of the second-, third- and fourth-year classes, in actual attendance at the School, and students who have been in school during the year and, having finished their work, are simply waiting for graduation at the coming commencement, shall be eligible as contestants.

Any student taking fewer than two studies in the regular course shall be regarded as a special student and not eligible to a place in any school contest except in music.

The time allowed each debater shall be fifteen minutes, but the first on the affirmative shall be allowed five minutes more in which to close the debate.

The question, written as it is to stand for the debate, shall be furnished within a week after the choice of contestants by the society that was in this contest the preceding year. Within a week from that date, the other society shall return in a formal manner its choice of sides.

The judges shall be chosen in the following manner: The names of five persons shall be submitted by the faculty. Each side shall be permitted to reject one, it being understood that the faculty, in submitting the five, will not insist upon any one who might clearly be suspected of partiality.

Each judge shall give to the head usher for the evening his ballot vote for the affirmative or the negative side in the debate, and the side receiving two of the three votes shall be declared the winner.

December Debate. The society in the debate of the June previous shall furnish the question.

All other regulations shall be the same as for the June debate.

Declamation and Essay, Vocal and Piano Solo.—These contestants are selected *in a preliminary contest held* at the same time in their respective society *meetings, for which not more than four* contestants in each of the subjects are *selected by the society from* members recommended by the head of the de-

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partment concerned. They are not allowed to take drill outside of the Normal after they are placed on the eligible list, but a certain amount of free rehearsal will be given by the Normal Department to each candidate selected for the final contest, whether the candidate is taking lessons in that department or not.

THE PRIZES.—Gold medals are awarded to the two debaters on the winning side in each of the debate contests, and to the student taking first rank in the other contests.

The contest in essay occurs on the same evening as the contest in oratory. Members from the second-year classes are eligible candidates. They are nominated to their respective societies on or before the fourth Friday of the ten weeks beginning about the 1st of February, by the head of the department of English. The contest in declamation occurs on Saturday evening of commencement week, and is open to members of the first-year classes, the candidates being nominated to their respective societies by the head of the department of elocution on or before the fourth Friday of the last ten weeks of the year.

The judges on declamation grade on interpretation and delivery; those on essay grade on subject-matter, arrangement, diction, and delivery.

Each judge on piano or vocal solo will report a single grade on the work of each contestant, and this grade will be taken as the per cent. to be used in the computation of the decision.

The contest in essay and declamation, piano and vocal solo, shall be decided by the following method:

RULE 1. Rank the per cents. given by each judge, and, if any judge gives two contestants the same total of per cents., give them the same rank, and give the next rank to the next highest per cent.

RULE 2. Add the reciprocals of the ranks given by the above plan to each contestant, thus giving the value one to a judge's vote for first, one-half for second, one-third for third, etc.

RULE 3. Declare as first that contestant who has the largest total of reciprocals; for second place, rerank all the contestants except the winner of the first, and proceed as before.

In case of a tie for any place, rerank those tied, and proceed as before. If there is still a tie between individuals, find the sum of the respective per cents. of those still tying, and award the place in question to the highest sum. Or, if there is a tie in this test, by a part of those who tied through the previous test, rerank those still tied, as in the first provision for the tie. But if there is still a tie after dropping all that can be dropped by the alternate using of reciprocals and per cents. in the order above described, start again from the first with those tied. If this comparison should tie through to the final test above given, grades on delivery shall be the next resort.

In declamation, if a tie persists through all the tests on the entire grading, as explained above, consider delivery only, and, if that fails, consider interpretation only.

In the same manner, in essay, the grades taken separately for final appeal shall be tried in the following order: Subject-matter, arrangement, diction, delivery.

If a tie persists through any of the above methods, take back to the judge the decision that gave the same total and ask him to distinguish by as much as + or —.

The contest in declamation is open to first-year students only.

The contestants in debate are selected by the Lyceum, Literati, Belles-Lettres

and Philomathian societies — two from each society; the societies contesting each year in order, as provided by the regulations governing the contest.

The last June debate was won by the Belles-Lettres Society, represented by W. R. Cleveland and R. W. Hoover; the last December debate, by the Philomathian, represented by F. E. Brown and C. M. Smith.

The prize in the last declamation contest was won by Bessie Petford.

The prize in last essay contest was won by the Literati Society, represented by Lee R. Light. Second place was given to the Belles-Lettres Society, represented by Pearl Clymer.

The prize in last contest in vocal music was won by the Lyceum Society, represented by Pearl Brann. Second place was given to Belles-Lettres Society, represented by Gussie Van Laningham.

The prize in last contest in piano solo was won by the Literati Society, represented by Mabel Rhodes. Second place was given the Lyceum Society, represented by Mayme Ebling.

Library.

As stated in another place, the library has moved into a handsome and commodious new building. It contains nearly 16,000 volumes of choice books, most of them selected with special reference to the needs of the School. The list embraces a fine line of cyclopedias, lexicons, gazetteers, and educational reports; works on the theory, the art and the history of education; and standard works on history, literature, science, philosophy, etc. In books dealing with the teacher's profession it is especially strong, effort being made to include all phases of the theory, practice and history of education. The Plumb collection of public documents is proving a valuable feature for historical students. Students have free access to all of the books, under such restrictions as will insure proper care. No one thing is more imperative in the education of teachers than a good professional library. In selecting a school in which to secure an education, young men and women should not forget this feature of the State Normal School.

Reading-room.

Our tables are liberally supplied with periodicals adapted to the general as well as to the special wants of the pupils. The publishers of the following papers have kindly placed the School upon their regular mailing list:

DAILIES.

Capital, Topeka.
Congressional Record, Washington, D. C.
Gazette, Emporia.
Globe-Democrat, St. Louis, Mo.
Herald, Topeka.
Journal, Kansas City, Mo.
Journal, Lawrence.
Journal, Topeka.
News, Hutchinson.
Record-Herald, Chicago.
Republican, Emporia.
Republican, Newton.
Star, Kansas City, Mo.
Times, Emporia.
Times, Kansas City, Mo.
Tribune, New York.
World, Lawrence.

WEEKLIES AND MONTHLIES.

Advance, Walnut.
Advocate, Columbus.
Advocate, Yates Center.
Advocate of Peace, Boston.
Agitator, Garnett.
Agriculturist, Wamego.
American Art Journal, New York.
American Education, Albany, N. Y.
Anchor, Axtell.
Appeal to Reason, Girard.
Baker Orange, Baldwin.
Bee, Bison.
Bethany Messenger, Lindsborg.
Bulletin, Emporia.
Campus, Ottawa.
Chief, Troy.
Chieftain, La Crosse.
China's Millions, Toronto, Canada.

WEEKLIES AND MONTHLIES—*Continued:*

Chronoscope, Larned.
Citizen, Howard.
Clipper, Ashland.
College Life, Emporia.
Collegian, Winfield.
Columbia University Quarterly, New York.
Comet, Courtland.
Commercial, Cedarvale.
Cooper Courier, Sterling.
Courant, Cottonwood Falls.
Courant, Howard.
Courier, Kingman.
Courier, Norton.
Courier-Democrat, Seneca.
Democrat, Abilene.
Democrat, Great Bend.
Democrat, Marysville.
Democrat, McPherson.
Dispatch, Clay Center.
Dispatch, Phillipsburg.
Electrical Review, New York.
Enterprise, Alma.
Enterprise, Galesburg.
Etude, Philadelphia, Pa.
Exponent, Bozeman, Mont.
Farmers' Advocate, Topeka.
Freeman, Belleville.
Freeman, McPherson.
Free Press, Colby.
Free Press, Hays City.
Free Press, Osage City.
Gazette, Augusta.
Gazette, Beloit.
Graduate Magazine, Lawrence.
Graphic, Oakley.
Greeting, Americus.
Headlight, Marion.
Herald, Burr Oak.
Herald, Clyde.
Herald, Eureka.
Herald, Fredonia.
Herald, Humboldt.
Herald, Ottawa.
High School Oracle, Burlingame.
High School Sentiment, Parsons.
High School Zephyr, Clyde.
Independent, Burlington.
Independent, Whitewater.
Indians' Friend, New Haven, Conn.
Indian Leader, Lawrence.
Industrialist, Manhattan.
Jayhawker, Manhattan.
Journal, Allen.
Journal, Newton.
Journal, Salina.
Journal, Smith Center.
Journal of Osteopathy, Kirksville, Mo.
Kansan, Lawrence.
Kansan, Pittsburg.
Kansas Educator, Hutchinson.
Kansas Farmer, Topeka.
Leader, Cottonwood Falls.
Leader, Meriden.
Literary News, New York.
Lookout, Cincinnati, Ohio.
Madisonian, Madison.
Messenger, Eureka.
Midland, Atchison.
Mirror, Kensington.
Mirror, Olathe.
Missionary Link, New York.
Missionary Tidings, Indianapolis, Ind.
Modern Light, Columbus.
Monitor Press, Wellington.
Music Trade Review, Philadelphia, Pa.
Neglected Arabia, New York.
News, Admire.
News, Hays City.
News, Marysville.
News, Ness City.
News, Republic City.
News, St. John.
News, Thayer.
News, Yates Center.
Normal Eyte, Cedar Falls, Iowa.
Normalite, Silver City, N. M.
Northern Illinois, DeKalb, Ill.
Northern X Ray, Alva, Okla.
Palladium, Hoxie.
Phonographic Magazine, Cincinnati.
Public Opinion, Osage City.
Purple and White, Pittsburg.
Quarterly Bulletin, Cedar Falls, Iowa.
Radium, Aurora, Mo.
Reader's Magazine, Indianapolis, Ind.
Record, Lyndon.
Record, Marion.
Record, Stockton.
Recorder, Holton.
Recorder, Westmoreland.
Register, Great Bend.
Register, Iola.
Register, Washington.
Republic, Mound City.
Republican, Burlington.
Republican, Council Grove.
Republican, El Dorado.
Republican, Jetmore.
Republican, Fort Scott.
Republican, McPherson.
Republican, Mound City.
Republican, Onaga.
Republican, Ottawa.
Republican, Paola.
Republican, Wathena.
Republican Record, Erie.
Review, Moline.
Royal Purple, Whitewater, Wis.
Rural Kansan, Seneca.
School and Fireside, Hutchinson.
School News and Practical Educator, Chicago.
School Physiology Journal, Boston.
Sentinel, Erie.
Signal, Greensburg.
Signal, Westmoreland.
Star, Olathe.
Star, St. Marys.
Star, Williamsburg.

WEEKLIES AND MONTHLIES—*Concluded:*

Star, Wichita.
Star and Kansan, Independence.
Student, Columbus.
Student, Eureka.
Students' Herald, Manhattan.
Sun, Blue Mound.
Sun, Parsons.
Sun, Kelseyville, Cal.
Sunflower, Wichita.
Telegraph, Waterville.
Times, Beloit.
Times, Chanute.
Times, Clay Center.
Times, Downs.
Times, El Dorado.
Times, Wamego.
Times, Westphalia.
Tribune, Colby.
Tribune, Independence.
Tribune, Olathe.
Tribune, Seneca.
Union, Junction City.
Union, Pratt.
Union, Salina.
University Empire, Norman, Okla.
University Log-book, Kansas City, Kan.
Vanguard, St. Louis.
Voice of Missions, New York.
Washburn Review, Topeka.
Western Advocate, Mankato.
Western Herald, Jetmore.
Western Spirit, Paola.
World, Hiawatha.

ADDITIONAL PUBLICATIONS.

In addition to the above, the following papers and periodicals are regularly received:

American Economic Association, New York.
American Journal of Psychology, Worcester, Mass.
American Naturalist, Chicago.
American School Board Journal, New York.
American Primary Teacher, Boston.
Annals of the American Academy of Political and Social Science, Philadelphia.
Arena, Boston.
Atlantic Monthly, Boston.
Birds and Nature, Chicago.
Booklovers' Magazine, Philadelphia.
Bookman, New York.
Business Educator, Columbus, Ohio.
Canadian Magazine, Toronto.
Century, New York.
Chautauquan, Meadville, Pa.
Contemporary Review, London.
Country Life in America, New York.
Current Literature, New York.
Education, Boston.
Educational Review, New York.
Elementary School Teacher, Chicago.
Forum, New York.
Good Housekeeping, Springfield, Mass.
Harper's Bazar, New York.
Harper's Monthly, New York.
Harper's Weekly, New York.
Home Science Magazine, Boston.
House Beautiful, Chicago.
Independent, New York.
Johns Hopkins University Studies in Political and Historical Science, Baltimore.
Journal of Education, Boston.
Journal of Pedagogy, Ypsilanti, Mich.
Kindergarten Review, Springfield, Mass.
Ladies' Home Journal, Philadelphia.
Leslie's Weekly, New York.
Library Journal, New York.
Literary Digest, New York.
Literary World, Boston.
Little Boys and Girls, Plainfield, Ind.
Little Folks, Salem, Mass.
McClure's Magazine, New York.
Mail and Breeze, Topeka.
Manual Training Magazine, Chicago.
Mind and Body, Milwaukee.
Monist, Chicago.
Musician, Philadelphia.
Nation, New York.
National Geographic Magazine, Washington, D. C.
New England Magazine, Boston.
Nineteenth Century, London.
North American Review, New York.
Our Times, New York.
Outing, New York.
Outlook, New York.
Overland Monthly, San Francisco.
Pedagogical Seminary, Worcester, Mass.
Perry Magazine, Malden, Mass.
Poet Lore, Boston.
Political Science Quarterly, Boston.
Popular Science Monthly, New York.
Primary Education, New York.
Primary School, New York.
Primary School Era, Oak Park, Ill.
Public Libraries, Chicago.
Public Opinion, New York.
Publishers' Weekly, New York.
Readers' Guide to Periodical Literature, Minneapolis, Minn.
Review of Reviews, New York.
St. Nicholas, New York.
Saturday Evening Post, Philadelphia.
School and Home Education, Bloomington, Ill.
School Journal, New York.
School Music Monthly, Keokuk, Iowa.
School Review, Chicago.
Science, New York.
Scientific American, New York.
Scribner's Magazine, New York.
Success, New York.
System, Chicago.
Times, London.
Western School Journal, Topeka.
World's Work, New York.
Youth's Companion, Boston.

Optional Reading Course.

For Special Classes.

I.

rne.—Wonder Book.
-Life of Columbus.
.—Jungle Book.
low.—Paul Revere's Ride.
.—Among the Meadow People.
ls.—Captain January.
-Masters of the Situation.
r.—Child Life.
seud.—Wikkey.

II.

-A Boy's Book of Inventions.
h.—Age of Fable.
.—Christmas Stories.
n.—Autobiography.
—Mrs. Wiggs of the Cabbage
h.
.—Children of the Frost.
—How the Republic is Gov-
l.
—Scottish Chiefs.

III.

Browning.—News from Ghent to Aix.
Field.—With Trumpet and Drum.
Gibson.—Eye Spy.
Lamb.—Tales from Shakespeare.
Parton.—Captains of Industry.
Spring.—Kansas.
Topelius.—The Surgeon Stories.
Wiggin.—Birds' Christmas Carol.

IV.

Alton.—Among the Law Makers.
Bolton.—Poor Boys Who Became Famous.
Burroughs.—Winter Sunshine.
Charles, Mrs.—The Schönberg-Cotta Family.
Church.—Great Tragedies.
Frost.—Knights of the Round Table.
Hughes.—Tom Brown at Rugby.
Laboulaye.—Abdallah.

For the A Class.

I.

American Citizen.
rne.—Twice Told Tales.
.—Manliness of Christ.
-Child Life in Art.
low.—Miles Standish.
-A Child of Nature.
son.—Choice of Books.
Lay of the Last Minstrel.
ke.—How to Judge a Picture.
ke.—The Christ Child in Art.

II.

—Fifteen Decisive Battles.
-Entering on Life.
-Our Common Birds, and How
now Them.
Great Books as Life Teachers.
.—Arthur Bonnicastle.
-Life of Webster.
—Sesame and Lilies.
Marmion.
eare.—Julius Cæsar.

III.

Browning, Mrs.—Cry of the Children.
Browning, Mrs.—Mother and Poet.
Emerson.—Compensation.
Gladden.—Applied Christianity.
Harlan.—Eyesight, and How to Care for It.
Irving.—Knickerbocker History of New York.
Smiles.—Self-Help.
Strong.—Our Country.
Thwing.—Reading of Books.
Wright.—Ancient Cities.

IV.

Atkinson.—Right Use of Books.
Blackmore.—Lorna Doone.
Blaikie.—How to Get Strong.
Bunyan.—Pilgrim's Progress.
Field.—Authors and Friends.
Hepworth.—Hiram Golf's Religion.
Howard.—Aunt Serena.
Mabie.—Under the Trees.
Plutarch.—Three Selected Biographies
Scott.—Lady of the Lake.

LIBRARY.

NORMAL GYMNASTICS.

For the B Class.

I.

he Man Wonderful in the Beautiful.
Cottar's Saturday Night.
merican Political Ideas.
.—Deserted Village.
e Man Without a Country.
of Lincoln.
istory of the Early Church.
istory of the Reformation.
Singular Life.
Toussaint L'Ouverture.
—True Grandeur of Nations.
Northern Travel.

II.

—Hearing and How to Keep It.
—David Copperfield.
r.—Problem of Religious
—Life of Scott.
—Dream Life.
are.—Merchant of Venice.
.—Enoch Arden.
—History of the Family.
—Tent on the Beach.

III.

Bryant.—The Ages.
Chapin.—The Rhinegold.
Chapin.—Tales from Wagner.
Depew.—After-Dinner Speeches.
Dickens.—Nicholas Nickleby.
Fisher.—Manual of Christian Evidence.
Parton.—Life of Jefferson.
Scott.—Kenilworth.
Tyndall.—Forms of Water.
Wordsworth.—Michael.

IV.

Bacheller.—Darrell of the Blessed Isles.
Bagehot.—Constitutional History of England.
Barrie.—Window in Thrums.
Browning, Mrs.—Sonnets.
Emerson.—Culture.
Emerson.—Nature.
Geikie.—Life of Christ.
Mace.—History of a Mouthful of Bread.
Warner.—My Summer in a Garden.

For the C Class.

I.

.—The Conqueror.
—Picciola.
, Mrs.—Aurora Leigh.
-Art of Repose.
Prue and I.
-What Darwin saw in his Voy-
the Ship Beagle.
re.—Lux Crucis.
-Jefferson.
—Roman and Teuton.
Alexander Hamilton.
sland Fisherman.
—Reveries of a Bachelor.
-Making of a Nation.

II.

- Sohrab and Rustum.
Tenants of an Old Farm.
m.—Life of Jesus.
ristian Sociology.
—Autocrat of the Breakfast

-Samson Agonistes.
Life of Napoleon.
—Maid of Orleans.
Bride of Lammermoor.
Kenilworth.
-Skylark.
.—The Princess.

III.

Cook.—Poets and Problems.
De La Motte Fouque.—Undine.
Dickens.—Tale of Two Cities.
Fiske.—Myths and Myth-Makers.
Miller.—Bird Ways.
Pierson.—Crisis of Missions.
Shakespeare.—Love's Labor Lost.
Stanley.—Life of Arnold.
Swinton.—Rambles among Words.
Taft.—History of American Sculpture.

IV.

Borgeaud.—Rise of Democracy.
Butler—Life of Horace Mann.
Farrar.—Early Days of Christianity.
Kingsley.—Glaucus, or Wonders of the Shore.
Lanier.—Marshes of Glynn.
Lowell.—Commemoration Ode.
Lytton.—Last Days of Pompeii.
Mabie.—My Study Fire.
Moore.—Lalla Rookh.
Tennyson.—Ode on Wellington.
Watson.—Beside the Bonnie Brier Bush.

For the D Class.

I.

Agassiz, Elizabeth.—Life and Letters of Agassiz.
Bax.—French Revolution.
Jameson.—Sketches of Art.
Longfellow.—Hyperion.
Longfellow.—Michael Angelo.
Lowell.—My Study Windows.
Seeley.—Ecce Deus.
Shakespeare.—Macbeth.
Shakespeare.—Midsummer Night's Dream.
Tennyson.—Idyls of the King.
Thackeray.—Henry Esmond.

II.

Browning.—Pippa Passes.
Browning.—Rabbi Ben Ezra.
Coleridge.—Remorse.
Cowper.—Task.
Hurst.—History of Reformation.
Keats.—Eve of St. Agnes.
Lodge.—Modern Views on Electricity.
Mackenzie.—History of the Nineteenth Century.
Ruskin.—Seven Lamps of Architecture.
Shakespeare.—Othello, Twelfth Night.
Thoreau.—Winter.

III.

Drummond.—Greatest Thing in the World.
Goethe.—Travels in Italy.
Jameson.—The Madonnas.
Longfellow.—Christus.
Macdonald.—Robert Falconer.
Muirhead.—The Land of Contrasts.
Mulock.—John Halifax.
Prescott.—Conquest of Mexico.
Sargent.—Horatian Echoes.
Shakespeare.—Romeo and Juliet.

IV.

Arnold.—Light of the World.
Clark.—Dominant Seventh.
Hadley.—The Education of the American Citizen.
Hawes.—Music and Morals.
Hawthorne.—House of Seven Gables.
Lodge.—English Colonies in America.
Macdonald.—Annals of a Quiet Neighborhood.
Milton.—Samson Agonistes.
Müller.—Auld Lang Syne.
Richards.—Melody.
Seeley.—Ecce Homo.
Shakespeare.—Tempest.

For the E, F, G and H Classes.

Small list, because of library work in recitation subjects of these classes.

I.

Bowne.—Principles of Ethics.
Bryce.—Holy Roman Empire.
Hugo.—Les Miserables.
Kouns.—Arius, the Libyan.
Milton.—Hymn on the Nativity.
Pierson.—New Acts of the Apostles.
Plato.—Best Thoughts.
Seebohm.—The Oxford Reformers.
Shakespeare.—Hamlet.

II.

Browning.—Death in the Desert.
Browning.—Saul.
Clodd.—Story of Creation.
Guizot.—History of Civilization.
Plato.—Phædo.
Smith.—Prophets of Israel.
Stearns.—Real and Ideal in Literature.
Tennyson.—In Memoriam.
Thackeray.—Vanity Fair.
Wordsworth.—Intimations of Immortality.

III.

Adams.—Mediæval History.
Burke.—Reflections on French Revolution.
Dante.—Divina Commedia.
Eliot.—Adam Bede.
Hawthorne.—Scarlet Letter.
Milton.—Paradise Lost.
Plato.—Republic.
Rader.—The Elegy of Grief.
Taylor.—Goethe's Faust.
Van Dyke.—Sermons to Young Men.

IV.

Æschylus.—Antigone.
Goethe.—Iphigenia in Taurus.
Gordon.—Witness to Immortality.
Hamerling.—Aspasia.
Kingsley.—Hypatia.
Lecky.—Four Phases of Morals.
Shakespeare.—Lear.
Stuckenberg.—Age and the Church.
Wilson.—The State.

BELLES-LETTRES HALL.

LYCEUM HALL.

Program, Fifth Ten Weeks, 1904-'05 (April-May).

BEGIN. A. M. April 3.	MISS HAMILTON.	MR. HILL.	MR. GLOTFELTER.	MR. TRIPLETT.	MISS HARRIS.
	Room 58.	Room 49.	Room 36.	Room 46.	Room 30.
8:10	Latin, 3.*	Latin, 4.			Prim. Meth.
8:25	Latin, 2.	Latin, 5.	Gen'l Methods, No. 17.	Phil. of Ed.	
8:40	Orthography.	Etymology.*		Etymology.	
8:50	Latin, 1.*	Hist. of Ed.		Child Study.	
9:05	Latin, 3.	Latin, 2.*		Psychology, VI.	
9:20	Latin, 1.	Latin, 6.		Psychology, IV.	

BEGIN. A. M. April 3.	MISS BUCK.	MISS JONES.	MISS McNALLY.	MISS WORCESTER.	MISS COCHRAN.
	.....	Room 48.	Room 60.	Room 27.	Room 29.
8:10	Saturday, Library Lecture.	Gram. Meth., Thurs., 5 p. m.	Rhetoric.*	Grammar.*	
8:25	Gen. Hist.,* Greek.	Eng. Lit.	Rhetoric.		Grammar, No. 27.
8:40			Orthoepy.*	Orthography.*	
8:50	Lib. M'n'g't.	Eng. Lit.*		Grammar.*	Grammar, Sp., No. 60.
9:05	Gen. Hist ,* Roman.	Lit. Crit.	Rhetoric.		Grammar. No. 27.
9:20			Rhetoric.*	Lit., Special, No. 48.	Grammar, No. 27.

BEGIN. A. M. April 3.	MISS MARSLAND.	MR. PAYNE.	MR. ELLIS.	MISS TAYLOR.	MR. BOYLE.
	Room 51.	Room 47.	Room 28.	Room 56.	Room 74.
8:10	Elocution.*	Algebra, II.*	Arithmetic.*	Algebra, V.	
8:25	Elocution.	Algebra, II.*	Algebra, II.	Arithmetic.	
8:40	Orthoepy.*	Orthoepy.	Orthography.	Orthography.	
8:50	Elocution.*	Surveying.	Arithmetic.*	Arithmetic.	Music, III.
9:05	Oratory.	Geometry.	Algebra, Special.	Arithmetic, Special.	Music, III.
9:20	Reading, Special.	Geometry.*	Arithmetic.*	Arithmetic, Special.	Music, V.

* First half.

Program, Fifth Ten Weeks, 1904-'05 (April-May).

MISS MADDUX.	MR. WILBER.	MR. RHODES.	MR. RITCHIE.	MISS WHITNEY.	BEGIN. A. M. Regularly.
Room 32.	Room 14.	Room 57.	Room 38.	Room 54.	
	School Law and Management.*	Polit. Econ.		Civil Law, Special.	8:10
				U. S. History, Special.	8:55
	Spelling, Special.		Orthoepy.	Hist. Meth., Wed., 5 p. m.	9:40
	School Law and Management.	Gen. History. (English.)	Gen. History.* (Oriental.)	Hist. and Law.*	10:20
	Kan. Hist.			Hist. and Law.	11:05
Kg. Meth.	School Law and Management.*	Gen. History. (English.)		Par. Law, Wed., 4 p. m.	11:50

MISS DUDLEY.	MR. ABBOTT.	MISS GRIDLEY.	MISS MORRISON.	MR. GAUSE.	BEGIN. A. M. Regularly.
Room 53.	Room 19.	Room 61.	Room 62.	Room 55.	
German, 4.	Man'l Tr'g, 6-8, Wood Carving.		Drawing, I.*	Penmanship, Special.	8:10
German, 2.		Drawing, I.	Drawing, I.*	Bookkeeping, Special.	8:55
Orthography.	Orthography, No. 20.			Orthography.*	9:40
German, 1.	Man'l Tr'g, 3-5, Woodwork.	Drawing, I.	Drawing, I.*	Bookkeep'g and Penmanship.	10:20
German, 3.	Man'l Training, Drawing, I.	Drawing, I.	Drawing, I.*	Bookkeep'g and Penmanship.	11:05
German, 2.*	Man'l Tr'g, 9-11, Clay Modeling.	Drawing, I.	Drawing, I.*		11:50

MR. WOOSTER.	MR. IDEN.	MR. VAN VORIS.	MISS CRARY.	MR. ELLSWORTH.	BEGIN. A. M. Regularly.
Room 26.	Room 44.	Room 25.	Room 24.	Room 59.	
Botany, Field-work.	Astronomy.		Botany, Physiolog.	Geography, Special Pol.	8:10
Geology, Adv.				Geography.	8:55
Orthoepy.	Etymology.	Orthography.*		Orthography.*	9:40
Zoology.	Physics, IV.	Physiology, VII.		Geography, Special Phys.	10:20
Botany, Field-work.	Chemistry, Advanced.	Physiology, Special.		Geography.	11:05
Botany, Field-work.	Physics, V.	Physiology, IV.	Botany, Physiolog.*	Geography.*	11:50

PHILOMATHIAN HALL.

THE KANSAS STATE NORMAL SCHOOL,

EMPORIA.

VOL. IV. MARCH, 1905. No. 5.

Application made for entry at Emporia post-office as second-class matter, under the Act of July 16, 1894.

The Professional Improvement of Teachers.

No teacher can afford to rest content with limited professional preparation. Growth is necessary, not only for the holding of good positions now occupied and for the securing of more desirable positions, but also for the teacher's personal satisfaction in his work.

The State Normal School recognizes the propriety of giving, for those who teach in the public schools, a high degree of preparation for that work at smaller expense than is possible for students in any other school of the state or in any other line of education anywhere. This leaflet is designed as an invitation to the teachers of the state and those who expect to become teachers.

Scope of Work.

The State Normal School offers classes in any subject taught in common schools or high schools, considering the less advanced subjects as necessary, that those preparing to teach may observe the methods of teaching, and the more advanced as necessary for the adequate academic preparation of teachers.

Recent Legislation.

A three-year course whose completion gives a three-year state certificate from the Normal School or its auxiliaries.

An opportunity to write, at the State Normal School or either auxiliary, on county examination questions whenever there is a county examination anywhere in the state; the papers to be sent to any county superintendent, whether his county is giving an examination at that time or not.

For the State Normal School, the privilege of extending its course and conferring degrees.

Program, Summer School, 1905,

State Normal School.

(*June–August.*)

Subjects italicized extend through two periods and cover twenty weeks of work.

Subjects arranged alphabetically, with hour indicated in parenthesis.

Algebra II* (3).
Algebra II (4).
Algebra V (5).
Algebra, Special (5).
Arithmetic* (1).
Arithmetic (2).
Arithmetic, Special (5).
Astronomy (1).
Bookkeeping, Special (2).
Bookkeeping and Penmanship (3).
Botany* (1).
Botany (2).
Chemistry (3), (4).
Child Study (5).
Clay Modeling (5).
Constitution, Special (3).
Drawing* (1).
Drawing (2).
Drawing, Substitute* (3).
Drawing, Substitute (4).
Elocution* (3).
Elocution (4).
English Literature* (5).
English Literature (3).
Etymology* (9:40).
Etymology (9:40).
General History* (Roman) (5).
General History (English) (4).
General Methods (3).
Geography* (5).
Geography (4).
Geography, Methods (1).
Geography, Special, Pol. (2).
Geology (3), (4).
Geometry* (3).
Geometry (4).
German 1* (2).
German 1 (5).
German 2* (1).
German 2 (4).
German 3 and 4 (9:40), (3).
Grammar* (1).
Grammar (2).
Grammar, Methods (2).
Grammar, Special (5).
History, Special (2).
History and Law* (5).
History and Law (4).
History and Law, Methods (1).
History of Education (4), (5).
Kansas History, Special (1).
Kindergarten Methods (5).
Latin 1* (1).
Latin 1 (5).
Latin 2* (2).
Latin 2 (4).
Latin 3 (9:40), (3).
Latin 4 (9:40), (3).
Latin 5 and 6 (1), (2).
Library Management (4).
Literary Criticism (1).
Literature, Special (4).
Manual Training, Drawing* (2).
Manual Training, Drawing (4).
Music III (3).
Music V (2).
Oratory (1), (2).
Orthoepy* (9:40).
Orthoepy (9:40).
Orthography* (9:40).
Orthography (9:40).
Parliamentary Law (P. M.
Penmanship, Special (4).
Philosophy of Education (2).
Physical Geography, Special (3).
Physics IV (5).
Physics V (2).
Physiology IV (4).
Physiology VII (5).
Physiology, Special (3).
Political Economy (3).
Primary Methods (1).
Psychology IV (1).
Psychology VI (3), (4).
Reading, Special (5).
Rhetoric* (3).
Rhetoric (4).
School Law and Management* (1).
School Law and Management (2).
Spelling, Special (9:40).
Surveying (2).
Theory, Physical Training (2).
Trignometry (1).
Wood-carving (1).
Wood-work (3).
Zoology (1), (2).

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*First half

Subjects arranged alphabetically under hours.

8:10—Arithmetic*; Astronomy; Botany*; Drawing*; Geography, Methods; German 2*; Grammar*; History and Law, Methods; Kansas History; Latin 1*; *Latin* 5 and 6; Literary Criticism; *Oratory;* Primary Methods; Psychology IV; School Law and Management*; Trigonometry; Wood-carving; Zoology.

8:55—Arithmetic; Bookkeeping, Special; Botany; Drawing; Geography, Special, Pol.; German 1*; Grammar; Grammar, Methods; History, Special; Latin 2*; *Latin* 5 and 6; Manual Training Drawing*; Music V; *Oratory;* Philosophy of Education; Physics V; School Law and Management; Surveying; Theory Physical Training; *Zoology.*

9:40—Etymology*; Etymology; *German* 3 and 4; *Latin* 3; *Latin* 4; Orthoepy*; Orthoepy; Orthography*; Orthography.

10:20—Algebra II*; Bookkeeping and Penmanship; *Chemistry;* Constitution, Special; Drawing*, Substitute; Elocution*; English Literature; *Geology;* Geometry*; General Methods; *German* 3 and 4; *Latin* 3; *Latin* 4; Music III; Physical Geography, Special; Political Economy; *Psychology* VI; Rhetoric*; Woodwork.

11:05—Algebra II; *Chemistry;* Drawing, Substitute; Elocution; General History, English; Geography; *Geology;* Geometry; German 2; History and Law; *History of Education;* Latin 2; Library Management; Literature, Special; Manual Training Drawing; Penmanship, Special; Physiology IV; *Psychology* VI; Rhetoric.

11:50—Algebra V; Algebra, Special; Arithmetic, Special; Child Study; Clay Modeling; English Literature*; General History*, Roman; Geography*; German 1; Grammar, Special; History and Law*; *History of Education;* Kindergarten Methods; Latin 1; Physics IV; Physiology VII; Reading, Special.

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*First half.

The summer term at the State Normal School and its auxiliaries is of the same length as the other terms, and is supported and controlled in the same manner. More effort than usual will be made to allow the entering or the leaving of the work about the middle of the term without inconvenience, as it is recognized teachers should attend their county institutes, and it is known that some who enter the Summer School may desire to leave about the 4th of July for the National Educational Association, near New York city.

The institute outline will be followed in some of the special classes, and a circular will be sent to county superintendents about July 15 asking who of them, with a view to increasing the number of teachers available in their counties, would like students at the Summer School to write on county examination for them at Emporia, *August 4 and 5.*

Special Features.

PRIMARY METHODS, with chances to observe primary classes before this work is regularly reached in the course.

KINDERGARTEN WORK, including more than what is required for the completion of twenty weeks' course.

A one-year state certificate on an attendance of twenty weeks or more and the completion of required work.

A life state certificate without any action by the State Board of Education.

MANUAL TRAINING, leading to the issuing of the manual-training certificate by the State Board of Education without examination.

A library course which will fit for city libraries or for the care of school libraries.

Domestic art and science in the Pittsburg Auxiliary, leading to the issuing of a state certificate for the subject.

COUNTY CONTEST CUP.

The cup shown above and the twenty-five dollars cash offered by the Normal Faculty will be awarded in a contest at Emporia on the evening of June 9. There is yet time for entrance in this contest. The Summer School reduced railroad rates will be available for this contest and for all the exercises of commencement week.

On application, any or all of the following pamphlets will be sent: Catalogue of Students, Record of Alumni, Course of Study, Handbook of General Information.

Holders of teachers' certificates and of high-school or common-school diplomas can secure by correspondence definite answer as to whether classes they may desire to enter will be open to them without examination.

For any particulars in regard to the State Normal School or either of its branches, address JASPER N. WILKINSON, President, Emporia, Kan.

THE KANSAS STATE NORMAL SCHOOL,

EMPORIA, KANSAS.

CURRICULUM NUMBER.

Vol. IV. No. 6.

MAY, 1905.

TOPEKA:
GEO. A. CLARK, STATE PRINTER.
1905.

LIBRARY AND MAIN BUILDING AT EMPORIA.

The Kansas State Normal School.

Life Certificate Course of Study.

FIRST YEAR.

I.

1. Arithmetic.
2. Drawing.
3. Elocution.
4. Geography, *Phys.* and Polit.
5. Declamation.

II.

6. *Algebra* (1).
7. Botany (2).
8. English.
9. General History.
10. *Orthography.*

SECOND YEAR.

III.

11. *Bookkeeping* and *Penmanship** (1).
12. Rhetoric (8).
13. School Law and Management.
14. Parliamentary Law, American History and *Constitution.*
15. Vocal Music.*
16. Orthoepy (10).

IV.

17. Geometry (6).
18. *Literature* (12).
19. Methods* (22),
20. Physics.*
21. *Physiology.**
22. Psychology* (13).
23. Essay (5, 8).
Methods, Common Subjects.

THIRD YEAR.

V (I, II).

24. Algebra* (6).
25. ORATORY.
26. Physics* (20).
27. PRIMARY METHODS *
28. VOCAL MUSIC* (15).
29. Zoölogy (21).
30. Etymology (16).

VI (I, II, III).

31. CHEMISTRY (20).
32. Psychology (22).
33. HISTORY OF ART.*
34. Teaching (19).
35. TRIGONOMETRY* (24).
36. Oration (23).

FOURTH YEAR.

VII (I, II, III, IV).

37. GEOLOGY (29).
38. History of Education.
39. Literary Criticism.*
40. PHYSIOLOGY.*
41. Political Economy.*
42. SURVEYING* (35).
43. Theme.

VIII (III, IV, V).

44. ASTRONOMY.*
45. CHILD STUDY.*
46. KINDERGARTEN METHODS.*
47. LIBRARY MANAGEMENT.*
48. Philosophy of Education.*
49. Physical Training.*
50. Teaching.

ELECTIVES.—Subjects in capitals and the following: Advanced Chemistry (31), Advanced Geology (37); German, 1, 2, 3, 4, 5, 6; Latin, 1, 2, 3, 4, 5, 6; Manual Training, 1, 2, 3, 4, 5, 6, 7, 8.

The Arabic numerals at the right of subjects in the Normal Course show certain subjects as numbered at the left which must be completed in advance, and the Roman numerals in parenthesis indicate terms to be previously completed. The reqirement of the Roman numerals may be suspended on the payment of an irregular fee.

* Ten weeks' subjects; others in Normal Course cover twenty, with the exception that each number of term in Manual Training stands for ten weeks.

Course Alphabetized.

The † indicates when subject is usually taken.

Studies.	First Year.		Second Year		Third Year.		Fourth Year.		Weeks.
	A.	B.	C.	D.	E.	F.	G.	H.	
Algebra		†							20
Algebra					†				10
Arithmetic	†								20
Astronomy					†				10
Bookkeeping and Penmanship			†						10
Botany		†							20
Calisthenics	†	†	†	†	†	†	†	†	.....
Chemistry						†			20
Child Study								†	10
Declamation—two per term	†	†							20
Domestic Art	†	†							40
Domestic Science			†	†					40
Drawing	†								20
Elocution	†								20
English		†							20
Essay			†	†					40
Etymology				†	†				20
Geography, Physical and Political	†								20
Geology						†			20
Geometry				†					20
German	†	†	†	†					80
History, General		†							20
History of Art				†					10
History of Education							†		20
Kindergarten Methods								†	10
Latin	†	†	†	†	†	†			120
Library Management								†	10
Literary Criticism							†		10
Literature				†					20
Manual Training	†	†	†	†					80
Methods of Teaching				†					10
Music			†						10
Music					†				10
Oration						†	†		40
Oratory					†				20
Orthoepy			†						20
Orthography		†							20
Philosophy of Education								†	10
Physics				†					10
Physics					†				10
Physiology				†					10
Physiology							†		10
Political Economy							†		10
Primary Methods						†			10
Psychology				†					10
Psychology						†			20
Rhetoric			†						20
School Law and Management*			†						[illegible]
Surveying								†	10
Teaching and Criticism						†		†	40
Theme							†		20
Trigonometry						†			10
U. S. History and Constitution			†						20
Zoology					†				20

*Ten weeks at Pittsburg.

Text-book List.

Algebra	State text	$0 55
	Wells	1 50
Arithmetic	Belfield's New Model	39
	Wentworth's Mental	22
	American Comprehensive	65
Astronomy	Young's Elements	1 60
Bookkeeping	Goodyear	44
Botany	Bergen's Foundations	1 20
	Gray's Field, Forest, and Garden	1 44
Cæsar	Lowe and Ewing	83
Chemistry	Remsen	1 15
Child Study	Chamberlain	1 50
Cicero	Johnson	83
Civil Government	Andrews	1 00
	Kellogg and Taylor	44
Drawing	Thompson (8 books)	88
	Cross's Free-hand	80
Elocution	Marsland	1 12
English Grammar	Hoenshel	38
	Longman's	65
Geography, Physical	Davis	88
Geology	Le Conte's Elements	3 50
Geometry	Wentworth	88
German Grammar	Bierwirth	1 25
History of Education	Cubberley's Syllabus	2 50
History of Art	Goodyear	2 80
History, General	Myers	1 50
History, Kansas	Prentis	66
History, United States	Davidson	55
	McLaughlin	1 40
Latin, Beginning	Smiley and Starke	66
	In Latinum—Riggs	50
Latin Grammar	Bennett	73
Library Cataloguing Rules		10
Library Handbook of Organization		05
Literature, English	Simond's	1 25
Methods of Teaching	McMurry	90
Music	Natural Music Chart	25
	Short Music Course, II	40
	Fullerton's Choice Songs	35
Penmanship	Easel—Crane & Co.	06
Philosophy of Education	Harris's Psychological Foundations	1 25
Physics	Carhart and Chute, high-school edition	1 25
Physiology	Martin's Human Body, Unabridged	2 50
Political Economy	Bullock	1 28
Psychology	Angell	1 25
	Titchener's Elements	1 00
Rhetoric	Mother Tongue, Elements of English Composition	1 00
School Law and Management	Wilkinson	40
Spelling	Hewett	11
	Reed's Word Lessons	25
	Wilkinson's Orthoepy	40
Trigonometry	Wentworth	1 35
Vergil	Comstock	83
Zoology	Jordan and Kellogg	83
	Kellogg	1 20

NORMAL BUILDINGS.

Outline of Instruction.

Normal Classes.

THE following brief outline of the work done in the different branches included in the course of study will give a fair idea of the standard maintained. Students recite daily in each subject, and are supposed to spend approximately two hours per day in the preparation of the lesson assigned.

NOTE.—The Roman numerals at the right of some names of subjects indicate which half-year of the course contains that part of the subject.

Algebra II.—Double term. A term's previous preparation required. The work extends through simultaneous quadratic equations. It is the intention to give the work in such a manner as to impart power in original investigation, mastery of methods of teaching the subject, ability to talk and chalk at the same time, and ability to demonstrate formally and rigidly all principles. A short review of the principles and methods of the previous term's work will be included in this double term.

Algebra V.—One term. Covers the work of indeterminate equations, ratio and proportion, variation, arithmetical and geometrical progression, logarithms, and compound interest.

Arithmetic.—Double term. Expertness in addition, subtraction, multiplication, division, and the solution of problems; mastery of many subjects found only in advanced arithmetics; ability to prove every principle in the science; mastery of the methods of presentation and explanations to beginners—our most important work.

Astronomy.—One term. In addition to text work, the students devote several evenings to outdoor studies, tracing and locating stars, planets, meteors, and nebulous masses.

Bookkeeping and Penmanship.—One term. The subjects of bookkeeping and penmanship, being so closely related, are taken as a single subject in a class of methods. No particular text-books are used, although the texts adopted by the state receive first consideration. The work is pursued with special reference to the methods of teaching the subjects that will insure the best results in the classroom. In bookkeeping a more thorough and extended familiarity with the science of accounts is secured. In penmanship, as an art of form, due attention is given to the style of letters best suited to the needs of the pupil. As an art of expressing thought, much time is devoted to methods of securing desired results through correlation, as well as by the practice of writing, as a distinct branch of education. The application of writing to bookkeeping, grammar, correspondence and other subjects is fully considered, and the student is made familiar with the theories regarding position and movement.

Botany.—Double term. (See page 230.)

Chemistry VI.—Double term. This course includes a study of general chemistry, with Remsen's Introduction as the text-book. Many general experiments are conducted and studied before the class, and the whole of the study is accompanied by work in the laboratory. As far as possible, students illustrate

laws and principles of the science by individual experiments, and study the properties of elements and compounds by personal preparation and examination of them.

Chemistry, Advanced.—Double term. In addition to the above, a twenty-weeks course is now offered, to those who wish to continue the subject in qualitative and quantitative analysis, with opportunity to do special work in water analysis, milk analysis, or in such lines as they may choose.

Child Study.—One term. (See page 213.)

Declamation and Elocution.—Double term. In reading and speaking there is a triple aim—to train speakers to appeal to the understanding, the emotions and the will of the audience. During the term, literature is studied, read, or recited, to illustrate literary analysis, sequence of thought, clearness of enunciation, forms of emphasis, word pictures, atmosphere, tone color, rhythm, movement, and personation. During the term, drill is given in the formation of elementary sounds.

Vocal culture includes the technique of the speaking voice, with exercises for placing tone, support of tone, smoothness, flexibility, volume, force, and tone color; breathing exercises; the anatomy and physiology of the respiratory and vocal organs. and the hygiene of the voice.

Gesture includes relaxing exercises, poising exercises, principles of gesture, exercises for the application of these principles, and original gesture work. Recitals for criticism are given every five weeks. The grades given for these declamations count as rhetoricals II.

Drawing.—Double term. This course is intended to give training for teaching elementary drawing in public schools. It includes the elements of scientific perspective: the principles of free-hand perspective; the application of perspective in drawing common objects in outline, light and shade, and color; elements of good composition; proportions and action of human figure expressed in silhouette; a scientific study of the principles which underlie pictorial representation; practical application of these principles in drawing from groups of still life and from geometric solids; advanced work in free-hand drawing in charcoal and color, and in. design; drawing from the cast landscape compositions in two or more tones, pencil and ink sketches of interiors and exteriors of buildings, streets, trees, etc.; still-life compositions in water-color; designs for wood carving, pyrography, and iron castings; illustrating.

This class makes a careful study of the course of drawing adopted for use in the public schools of the state.

In case of students whose natural limitations, such as defective vision, prevent the taking of the above work, the suggested course of twenty weeks of substitute drawing, given at Emporia, will be accepted for this term's work.

Drawing, Substitute.—For students whose natural limitations, such as defective vision, prevent the taking of the regular beginning course successfully, a double term's work, as described here, is offered as a substitute; hence the name given to this work. Students may enroll in this work as an extra after finishing the first twenty weeks, but in such cases it could count only for the special testimonial mentioned under "Diplomas and Certificates."

A brief outline study of the principal styles of architecture; a study of the world's greatest painters and their paintings; art study in the grades; a collection of Perry pictures is made by each member of the class, and mounted in a manner suitable for use in the schools.

Attention is given to the elements of perspective, design, and composition, but

owing to the physical limitations of the pupils taking this course a practical application of the principles involved is made wholly optional.

English.—Double term. In the first ten weeks special attention is given to the development of the science of grammar by such steps as teachers must take in work of the graded schools; to the study of the various idioms, constructions and usages that have proved sources of difficulty to the inexperienced teacher; to sentential analysis, for the purpose of enabling the pupil-teacher to study how to broaden her pupils' conception of the relation of thought and expression, and of the logical relation of sentence to sentence, as well as sentence to paragraph. Familiarity with the state text is deemed sufficient preparation for beginning this half of the work.

In the second ten weeks the aim is threefold: A consciously systematic use of the grammatical doctrine acquired in course one; a critical study of one or more classics; such practice in the constructive units of composition as shall prepare the student for formal work in composition and rhetoric.

Essay.—The training in essay includes work along lines accumulative and creative—the former for the purpose of establishing habits of research and acquiring the power to use assimilated knowledge in pursuing lines of independent thinking; the latter for the purpose of enabling the student to determine the measure of his own power to do original work.

Etymology.—Double term. *First term:* Students finishing two years of Latin before entering this subject may expect half credit on etymology. Study of Latin and Greek prefixes and suffixes; their meaning and use applied in the analysis of words. The study of selected word lists, principally words of Latin and French origin. *Second term:* Latin roots and their derivatives; Greek roots and their derivatives. The class will select from the dictionary lists derived from given root forms.

French.—Eighty weeks. *First year:* Careful drill in pronunciation; the rudiments of grammar and exercises; reading of graduated texts, with constant practice of translating French into English and English into French; writing French from dictation; oral production of sentences previously read. *Second year:* Continued reading of advanced prose in form of stories, short plays, or historical or biographical sketches; composition; abstracts, oral or written, from texts read; dictation; syntax; selection of poems and some short themes or classic and modern drama.

Geography.—Double term. Geography is the meaning of the earth to man. The old definition of it as a description of the earth is obsolescent, if not obsolete. In place of being almost purely a memory study, geography emphasizes relativity, and so appeals to the reason. The method used in the study of the subject is a modified form of what is known in the German schools as the grouping method, the only difference being that, instead of classifying the facts of geography according to their identity, they are grouped incidentally about the underlying principles of the subject, while the more important places are studied as types. There is no attempt to separate the subject-matter of political geography from what is generally put under physical geography. Fact and phenomenon are taken together. The cultural side of the study of geography is not lost sight of. It includes the reading of such authors as Reclus, Nansen, Hedin, Peary, Borchgrevink, authoritative articles indexed by Poole, pictures, stereopticon views, and occasional lectures on foreign countries by people who have visited them and who are able to bring to the class personal impressions. The pedagogical work in geography is based upon psychological values; the reading on this phase of

the subject includes articles in geographical magazines, and the books of such authors as Ritter, Guyot, Parker, and Redway; the teacher introduces object-lessons, observational work, the use of apparatus, and other phases of geography teaching in the public schools. The course of twenty weeks differentiates, for a part of the time, so that some sections of the class each term may specialize in preparation for teaching the grades, and others may prepare for the teaching of classes more advanced. The record made for credits will not be affected by this differentiation. The classes for those preparing to teach in the grades emphasize (*a*) North and South America, with a particular study of United States; (*b*) Afeurasia and Australia, dwelling particularly upon Europe. The other classes emphasize commercial geography.

Geology VII.—Double term. Le Conte's Elements (revised) is used as a text. Field-work is done. Full lines of fossils in the museum are studied and identified. In mineralogy, thirty typical minerals are identified by each student by chemical and blowpipe analysis.

Geometry.—Double term. Ability to pass a thorough examination in plane and solid geometry; a knowledge of how to investigate relations and how to teach others to attain the same end.

German.—One hundred and twenty weeks. First double term covers a careful study of the pronunciation phonetically, a drill in the rudiments of the grammar, the reading and translating of useful sentences, ability to write from dictation, and to read and translate the simplest German at sight. A reader is used in connection with the grammar, which gives the student incidentally some knowledge of German life and customs, geography, history, and literature. Oral questions on this reading are given and answered in German and some poetry is memorized. By this method, the eye, ear and vocal organs become trained in this language.

The second double term reviews in a general way the work of the first term, adds some grammatical principles, particularly the subjunctive, and emphasizes the practice in composition. Either the reader is continued or some little things such as "Der zerbrochene Krug" and "Immensee," are read. The poems to be memorized in this term are "Der Handschuh," "Einkehr," "Die wandelnde Glocke," and others. The student is required to memorize all corrected work in composition, in order to increase his vocabulary and to fix the idioms in his in his mind.

Third double term: Wilhelm Tell or Die Jungfrau von Orleans is studied. The play is read and fully discussed in class. Parts of it are memorized after being considered in their relation to the occasion of utterance and the character which uttered them, and the student is held responsible for an outline of the work as a whole or by acts. In connection with the text the sources of the play and its relation to history are considered. Thomas's Life of Schiller is read outside of the class. This work makes a larger study of the grammar necessary, for which Thomas's Practical Grammar is used. Added to this is the comparison of German and English and a study of the cognates. This term reviews the grammar from the higher standpoint of syntax. German composition is continued with more difficult selections. Besides lyric poetry some popular ballads are memorized.

Fourth double term: By this time the student has gained considerable strength—first, memory; second, reasoning power; third, by comparison, a better understanding of the correct use and an enlarged view of English grammar. His preparation in the German language has given him a readiness to read a modern comedy with its more difficult idioms. Freytag's Die Journalisten is

en up in class and some knowledge of the life and works of Freytag is ob-
ned by outside reading in English reference books. The relation of comedy
tragedy and the aims of this comedy are discussed. Anno 1870 is also read
class, with a study of the Franco-Prussian war, its causes and results. In this
m original work in composition is begun.

Third and fourth years: In connection with Harris's or Von Jagemann's
ne Composition, the work in original composition is continued. Alternating
h the composition Minna von Barnhelm is read. Each student is required to
ite a theme on some subject connected with Lessing's life, his place in and re-
ion to German literature. Some larger poems, among others, Bürger's "Le-
re," are memorized, and five simple stories, such as "Das kalte Herz,"
höher als die Kirche," and "Anfang und Ende" are read outside the class.
e test is on the plot, events, description, and characters, with a brief sketch
the author's life. The work includes a careful study of Goethe, with the
dy in class of "Hermann und Dorothea," and Iphigenie. The poems memo-
ed are from Goethe. Themes are prepared and more difficult stories are read
side the class. The work also includes a study of masterpieces, such as
Nathan der Weise" and "Wallenstein." Also a study of one or more of works
modern writers, as Hauptmann, Sudermann, or Frenssen. Besides the other
ds of outside work, Francke's Social Forces in German Literature, or some
er history of German literature, is read.

For still more practice, a German club meets once a week, and a German
y is given each year with the commencement exercises.

History and Constitution, American.—Double term. This course will in-
de a careful study of both colonial and constitutional periods. The aim will
to present phases of institutional development rather than to secure a mastery
mere facts. Laboratory work on the part of the student will be an essential
ans to this desired end. In all lines the work will be formulated upon the
is of a close study of the constitution. Civics will embrace the following sub-
ts: Government in general, its origin, its forms, its relations, its methods of
ration; our own government, national and state; the various departments,
administration, the checks and balances, the tendencies and movements of
day. Historic evidences will find a large place in this field of study. The
nciples and practice of parliamentary law will be connected with the subject
legislative procedure; the discussion will govern material given in Robert's
ules of Order."

If records have been made in all but the parliamentary law of this twenty
oks, this fragment must be made up for graduation.

History, General.—Double term. The first half of this subject takes work
ed on the school text. The second half is open to all students having half
dit on this double term because of work done elsewhere than at the Normal
ool. Various phases of English and continental history are presented, and
cial emphasis is put on the teaching of history in elementary and secondary
ools. A record on the ten weeks of Saturday library lectures is required to
nplete this grade.

History of Art.—One term. It is the object of this course to cultivate an
reciation of good art by a study of the products of the great art periods in
tory. The text used is Goodyear's History of Art. This is supplemented by
art library of the School, by photographs and stereopticon views.

History of Education.—Double term. Study of educational progress as a
se of social evolution; pre-Christian systems, especially Greek and Roman,

with particular reference to their relation to the development of the medieval and modern school; the transition from pagan to Christian education; modern education since the Renaissance; educational reformers and innovators; the development of modern school systems, particularly German, French, and English; detailed study of education in the United States. Work presented by topical outline, questions, lectures, and copious library references, the aim being to give a comprehensive view of the scope of the subject, and to furnish a general introduction to pedagogic literature and the study of educational theory from its historic aspects.

Kindergarten Methods.—One term. The class meets daily for one period of the morning only, and receives in a much abbreviated form the work given to the twenty weeks pupils. This consists of a description of the gifts and occupations of kindergarten, the points of difference between Froebel and other educational reformers, and the logical reasons for his basis of the kindergarten. There is no handling of the gifts save as they are shown and explained and their logical sequence and capabilities demonstrated to the classes. The occupations are introduced to give the pupils a knowledge of their relation to the gifts, and also quite a goodly amount of them brought into actual use, so that those taking instruction can use them in their schools not only with benefit to themselves, but, what is of more importance, with benefit to the children whom they teach. Froebel's "Fifteen Fundamental Principles of Education" form topics of discussion before the class, and are the theme on which the lectures for this ten weeks are based.

Latin.—One hundred and twenty weeks. *First year:* Lowe and Butler's Bellum Helveticum. Thorough mastery of principles of pronunciation; inflection of nouns, adjectives, verbs, and pronouns; principles of syntax suggested by the text; daily exercises in writing Latin. *Second year:* Cæsar's Gallic War, seven books. Word study; systematic drill in constructions; sight-reading; prose composition, based on the text; study of the life of Cæsar, and introduction to Roman history and institutions. *Third year:* Cicero and Vergil in alternate years. Cicero, four orations against Catiline, the oration for Archias, other selected orations; prose compositions based on text; life of Cicero and related history; grammatical drill, methods, and reviews. Vergil, first six books of the Æneid; prosody; Roman mythology and literature; methods and reviews.

The Arabic numerals are used in the program, as explained in connection with the German, for distinguishing double term divisions of the subject. Latin 7 and 8 can be taken in connection with 5 and 6 for the testimonial of special proficiency in this subject. Latin 4 is the division in which to take special work in methods.

Library, How to Use.—One term. (See page 227.)

Library Management.—One term. (See page 227.)

Library School, Summer Session. (See page 228.)

Literary Criticism.—This work is offered in several single courses, one of which is required for graduation. The others are elective, and prepare the way for courses that lead to the certificate for special proficiency. Resourcefulness and the power of initiative for the pupil-teacher are the ends in view. Much attention is given to literature, with especial reference to its use in the schools of the state. Poetry is studied for the sources of the poet's inspiration and for his attitude toward the great purposes of life; the novel and short story, for motive, plan and development of character; folk-lore and culture-lore, with reference to

ie nascent period of life. Principles rather than plans, underlying laws of rowth rather than specific and mechanical methods, receive attention.

Course I. Lord Tennyson: his narrative and lyrical poetry; the short story; ie modern essay.

Course II. Comparative study of the nature element as found in Shelley, owell, Keats, Wordsworth. Nature as seen by our best prose writers; literature or children.

Course III. The schools of poets, based on Matthew Arnold's "Canons of Criticism," etc.

Literature.—Twenty weeks. This course offers (1) a study of the great iterary movements, the spirit that animated them, and the men whom they deeloped; (2) a critical study of some of the great masterpieces. The first half f the time is devoted to men and movements prior to the middle of the seveneenth century, and to the study of Shakespeare.

Manual Training.—Two years. (See page 224.)

Manual-training Drawing.—Double term. This course is intended as a rerequisite for the course in manual training. It includes working-drawings, levelopments, the construction of geometrical plane figures, and pleasing forms ased upon them; a study of historic ornament and the principles of decoration; olor harmonies; designs for wood-carving, pyrography, bent-iron work, etc.

Students with half credits in drawing I, who desire to prepare for entrance o the classes in woodwork, wood-carving, or clay modeling, may take manual raining 2, and be credited as having completed manual training 1 and 2, but n making such a record would need to take the full twenty weeks of new A rawing, just as if they had never taken any A drawing.

If the half credit in the old drawing I as heretofore given combines with the econd ten weeks of the new drawing I, the full drawing I credit is given, but he full twenty weeks of manual training 1 and 2 would be required to take the nanual-training course.

Methods, Common Branches.—The entire subject of arithmetic is reviewed rith reference to methods of teaching. Especial emphasis is placed upon nethods of imparting the knowledge of each topic to pupils who are taking the opic for the first time.

The subject of geography is presented with the purpose of bringing out its ducative value and of developing principles that should govern in the selection f matter and the presenting of the same. The connection between geography nd allied subjects is used to emphasize the importance of geography as a cenral study.

The work of an entire course of study is analyzed grade by grade; visits are nade to observe class work in the public schools. Relief work in mache, sand nd chalk modeling is taught. The larger use of maps and globes is emphasized.

From the simpler home lessons to the study of physiographic processes, the eacher's point of view obtains.

The work in English includes the application of general principles to specific roblems, conferences regarding methods of presentation to determine their relaive values, discussion of difficulties that arise in teaching this subject, pupil riticism of pupils' plan of work, a study of the art of questioning, so as to guide he pupil in his effort to correct wrong modes of thinking, and to adjust himself o those that are valid.

Methods, General.—One term. A text on methods for all school subjects s studied for recitation. The teacher in charge of general methods supplements

the text with discussion of the latest and most-approved methods of teaching the different subjects, and the special teachers of those subjects also supplement their work with lectures on methods.

Music III.—Ten weeks. Rote singing is taken to let the students find their voices. Dictation work is given for the purpose of learning scale and key relationships. Note-reading in different keys, and practice in time-keeping in different kinds of measure, the application of all the foregoing to sight-singing, and the applying of the words of songs to tunes.

Music Substitute.—Students whose hearing or voice limitations seem to prevent the taking of the above course are admitted to a special class called "brief" music, not because the work takes less time or gives less growth than the regular work of ten weeks, but because this special class does not prepare for the second term's work in the subject. Those admitted to this class are trained with a recognition of the fact that they depend necessarily in their teaching work upon obtaining results through giving their pupils intelligent guidance, rather than leading them as expert singers usually lead. There is no more reason for expecting that all teachers of school music shall be expert singers than for demanding that all who teach penmanship in the schools shall be expert penmen, or, for an illustration more nearly related, that all teachers of reading shall be professional elocutionists. Experience has shown that some of the best results in school music have been attained by teachers who do not sing.

Upon taking up the study of substitute music, the students are given to feel that, as they are able to recognize the different sounds of speech, the inflections of the voice, degrees of force or emphasis in speaking, they are able to recognize the singing tone within the range of the speaking voice at least, and direct others in the use of the same, and when we remember that the singing voice is but the extension of increased range of the speaking voice, we have a glimpse of the possibilities of attainment for the earnest student.

Music V.—One term. A review of the work of the first ten weeks is given, including further development under the various headings of the first term. Skips and intervals that are more difficult are taken in the various keys, the minor scales are analyzed, and the principles of these scales applied to exercises and songs.

The latter part of the work deals more explicitly with methods of teaching in the schools. The different pupils are called upon to conduct model recitations with the class, and criticisms are given.

Oration.—Forty weeks; two orations. So far as time permits, a careful study is made of the personality of each student, and the training is adapted to individual needs. Frequent conferences with the instructor disclose the development of the oration and the further needs of the student.

Attention is called to the nature of oratory, and those peculiarities of structure and style that distinguish it from other forms of discourse. In the process of the discourse there will be conciliation, instruction, conviction, persuasion, and these are all employed in order that the hearer may be moved to decision and to action. The art should not be an end in itself.

The prospective speaker is urged to become acquainted with his own heart life, and to find therein incentives to speech; to discover the extent and content of his own store of observations and experiences, and from this to draw much of the material for the oration. Originality is a constituent element in all true eloquence.

It is necessary to keep in view the audience to be addressed and the end sought, and to let these determine choice of facts and turn of phrase.

For the purpose of securing exactness of statement, much writing must be lone, but care should be taken lest the larger thought of to-day be limited by he forms of yesterday.

Emphasis is laid upon the following principles: Vision—see clearly; vigor—'eel strongly; sincerity—speak truly; force—speak simply; interest—speak 'rom yourself. The whole being must serve.

A substitution for one oration may be the work of extemporaneous speaking, aken for twenty weeks.

First ten weeks: Lectures dealing with nature and various methods of ıpeech; advantages and disadvantages of each method; student encouraged to *talk* informally on subjects self-chosen, and preferably relating to matters of per-ıonal observation and experience; simplicity and directness emphasized; care-'ul analysis and preparation and logical order and presentation advised; student permitted to speak in manner and from place most conducive to self-possession; criticisms mostly given privately.

Second ten weeks: Auxiliary reading in works dealing with principles of public speaking; debates; written outlines and briefs; team work; speaker nust face audience; questions and interruptions permitted; animation and rigor emphasized. Criticisms in presence of class.

Oratory.—Double term. Alternative work is offered for this subject. In the first half of the year the students review the technique of reading and speak-ng, with especial drill on the steps for directness, vigor, seriousness, alliance with the audience, and persuasion. Several excerpts from great orations are ead, analyzed, memorized, and recited for drill in the successive steps in oratory.

Exercises in extemporaneous speaking are given once a week by members of he class. The students speak on the life and great speeches of great English and American orators. They thus become familiar with the literature of ora-ory. Vocal culture is continued in advance of the previous term's work, and nuch attention is given to volume, force, and tone color of the voice.

In gesture there is a review of responsive gesture, followed by original work, analysis of gesture, and personation.

Recitals of excerpts from great orations are given in class by the students at the close of the first nine weeks. At the close of the second nine weeks they deliver prepared orations or extemporaneous speeches.

If the work is taken in the last half of the year, it includes, besides the vocal culture and gesture, the following: A study of personation, with interpretation of scenes from The Rivals, As You Like It, Hamlet, Macbeth, Julius Cæsar, Antigone. There is extemporaneous speaking by the students once a week. The subjects are taken from the play of the week.

One of Shakespeare's great dramas is studied throughout the term. The students rehearse this once a week, for reading of the lines, for interpretation, for action, and for grouping of figures on the stage.

Lectures are given by the teacher on the evolution of the drama, the history of English drama, the structure of the drama, the structure of the scenes of he drama, and on the term play, on the history of oratory, and the essentials of oratory.

Orthography.—Work taken from Reed's Word Lessons, omitting the work assumed to have been done already in the work of the state text, and omitting also those portions of the book which are not strictly spelling drill.

Philosophy of Education.—One term. In this course the aim will be to ay the foundation for a theory of education from the twofold aspect of society and the developing mind of the child. The principles underlying physical, intel-

lectual and moral education, with their practical application in the various stages of the child's development, are worked out, with the purpose of giving the student a knowledge of educational aims and ideals, and enabling him to evaluate the materials of instruction.

Physics IV.—Persons eligible to the county professional certificate may enter this class regardless of antecedent work. Subjects included in the Institute Course of Study issued by the State Board of Education and some additional topics are taken.

Physics V.—Review of the work included in the preceding term, and completion of Carhart and Chute's high-school text.

Physiology IV.—One term. Students beginning the work in this class are supposed to have had already preparation sufficient to enable them to pass the Kansas examination for the county certificate. The more easily grasped portions of Martin's Human Body, Advanced Course, are taken in this term. Laboratory work is given.

Physiology VII.—One term. Students review the work of IV, take the remaining topics of the text, and continue in the laboratory the study of those portions of slaughtered domestic and wild animals which illustrate the corresponding portions in the human body. Two or three hundred histological slides are examined with the compound microscope.

Political Economy.—One term. The course includes daily discussions of wealth, value, money, interest, capital, labor, cooperative industries, protection, free trade, and banking. In addition to the above, weekly reviews are made of new legislation and the prominent economic questions of the day.

Primary Methods.—One term. It is the purpose in this course to offer in lecture form a critical study of methods of presenting in lower grades each of the following subjects: Reading, language and nature study, geography, arithmetic, and spelling. This work is more extended and definite on the various subjects than is possible in the limited time available in connection with the academic and advanced treatment of the same. The teachers will be led to test methods and to govern in their application of the same by the laws of mind. After each subject is completed, illustrative lessons will be given with the pupils of the first four years of the Model School.

Pronunciation.—First ten weeks. Drill work from the text used, including all the lists printed with diacritical markings, and including also as much preceding those lists as time allows.

Second ten weeks. Portions of the text succeeding that assigned for the first ten weeks. Work in the dictionary.

Psychology IV.—One term. An introduction to the science of psychology, intended to form the basis for the work of the more advanced course in the subject. The chief topics of mental action are taken up, illustrated, and the educational aspects emphasized. Exercises in introspection are also given, with the idea of stimulating the student to a closer observation of his own mental processes and those of his pupils. Titchener is used as text.

Psychology VI.—Double term. This course is intended as a serious and thoroughgoing study of the general principles of psychology. Especial attention is given to the developing of skill in introspection, and in making application of psychological principles to pedagogy. Titchener's Psychology and Witmer's Analytical Psychology are used for classroom work, the latter manual being admirably adapted to supplement the regular text with illustrations and simple forms of experimentation. Parallel reading in Jones, Ladd, and other standard

texts, with which the library is well supplied, is also encouraged. In addition to the regular work, each student is required to make a thorough study of a special phase of the subject. This nucleus of sure knowledge is found most helpful for the aid it gives in the study of the other mental processes.

Rhetoric.—Double term. The aim is threefold: (1) To read appreciatively and with culture results the various styles of literature; (2) to furnish systematic practice in the three types of prose composition—narration, description, exposition, with particular reference to the development of the formal essay and critique; (3) to enable the pupil to teach effectively. The paragraph, both as a unit and as an integral part of the whole composition, receives much attention. Daily written exercises, biweekly themes and outlines are required. Accumulative themes cultivate the habit of intelligent and critical research in the library. Written criticism follows the study of selected English classics.

School Law and Management.—Double term. This subject is classified as work to be pursued during the second year, although the pupil is allowed to enter these classes any time after taking up the work in the Normal Department. For recitation, a text—Wilkinson's School Management—is studied in connection with the statutes of the state bearing upon and regulating our public school system. Especially is the pupil required to become familiar with the laws authorizing the issuance of all certificates recognized as qualifying a teacher to teach, the origin and maintenance of the state permanent school fund, the source and distribution of the state annual school fund, and the theory of taxation. The study and discussion of the management of the rural schools, and those schools which are more closely supervised, both as to discipline and methods of conducting recitation, is an important feature of the work done in this subject. A good general knowledge of the school law of Kansas and of the scope and purpose of school economy is a necessary condition to admission to this term's work. It is believed that every student should take this work unless he has had a similar course in a normal school of high rank with equal library facilities.

Scope of the work—five general problems. City schools and their work, including a special study of high schools; the relation of the people to the schools; material appliances in the economy of the school; the class and questions of the classroom; the individual pupil, and matters pertaining to his growth and control.

Nature of the work—such as to require the use of an extensive and well-selected library. A mere suggestion of a general classification of the sources is here given to illustrate this point. Books on school law, management, theory and practice, etc. The list of such books in this Bulletin will suggest the possibilities in this line. Periodicals bearing directly on school problems, as the reports of the National Commissioner of Education, the National Educational Association, and complete files of educational journals. Special reports from pamphlets, such as courses of study, state and city, reports on city schools, manual-training schools, the library in relation to the public schools, etc.; court decisions, official opinions, etc.

The student is required to study each problem according to the following plan of the work:

General—(*a*) Law: (1) The school law of Kansas as it is. (2) Comparative school law, showing likeness and differences in the laws of the various states. (3) Interpretation—opinions of attorneys-general and court decisions. (4) Ideal conditions and the opportunities of the teacher. (*b*) Management: (1) Study of fundamental principles. (2) A knowledge of the present status of school prob-

lems. (3) A comparison of the management of the schools of other countries and of the United States; of other states and Kansas.

Special study: (*a*) The pupil is to work out some original problems, making a report on the same. (*b*) Each student is to do some systematic library work, to the end that he may be able to use sources intelligently and that he may gain skill in forming judgments.

The recitation: (*a*) The student is to give what others say—a synopsis of an article read on a given subject. (*b*) He is to present the arguments for and against a given subject. (*c*) His own opinions and the reasons therefor are to be clearly stated. (*d*) A part of the work is given by the instructor in the form of lectures.

Shorthand and Typewriting.—Students who have finished the work in shorthand, together with the typewriting, will be able to secure excellent positions. The shorthand is of especial value to students in advanced classes in the institution. The typewriting is especially valuable for those who contemplate engaging in industrial work.

Teaching and Criticism.—Forty weeks. Students working in the Model School not only do forty-five minutes per day of teaching and observing, but attend conference with the training teacher and assistants at least two afternoons per week, for the purpose of studying the difficulties that arise in the every-day work of a school. If superior skill is shown and such excellent teaching is done as to prove the student safe to succeed in all grades and subjects of the practice school, the director of training is authorized to make some concession as to the amount of practice teaching required.

The work of practice teaching is done in each school hour by those who have no work on this program during that hour.

Students under seventeen years of age are not allowed to do practice teaching.

Theme.—Forty weeks. Selection of field for study to be made by student after consultation with heads of departments concerned. Compilation of bibliography; survey of field; search for data; reading and personal investigation; analysis of findings; discovery and statement of fundamental principles; concise, comprehensive statement of conclusions. Written reports showing progress of work and frequent conferences with the instructor. Both form and fact are emphasized, but not the least gain is the encouragement in the formation of a habit of independent judgment based on data gathered painstakingly, and at first hand, by the writer himself.

Trigonometry and Surveying.—Ten weeks to trigonometry; ten weeks to surveying. Trigonometry is studied as far as the oblique spherical triangle; it may be taken independently of surveying. Surveying embraces the use of drawing instruments, the transit, plane table, solar compass, and Y level—the ordinary work required of the county surveyor. Each student is required to spend one hour per day for ten weeks in actual field-work with instruments.

Zoology.—Double term. (See page 232.)

Special Classes.

gebra.—One term. The course is designed to cover the work as required second-grade certificate. The state text is followed quite closely, although supplementary work is given for purposes of drill. Emphasis is placed thoroughness and skill in the use of the fundamental operations and the ses of factoring. The simple equation receives careful consideration. So possible, the work is made inductive, principles being taught as generali- ns rather than as arbitrary facts.

rithmetic.—One term. The work includes a consideration of integers, ion and decimal fractions, and denominate numbers. In integers, a careful w is made of the fundamental operations and of the principles involved in est common divisor and least common multiple. Emphasis is placed upon wo conceptions of fractions, as a divided unit and as an expression of divi- from these ideas the principles of reduction are developed and the applica- of the fundamental operations as studied in integers is shown. As decimal ions differ little from whole numbers except in the value of the unit, the iples of integral operations may be applied. Denominate numbers differ integers in the varying composition of the units, but the underlying princi- are identical. Pupils are required to commit and discuss the principal s, in order to deal intelligently with the various problems. In all work ra- y is deemed important, but more stress is placed upon an intelligent under- ling of principles and processes.

ookkeeping.—One term. The work comprises a consideration of the fun- ntal principles of the subject. Exercise is given in the opening of accounts he keeping of an ordinary set of books. Practice is given in writing notes, ks, and other common business papers. Accuracy and neatness are insisted at all times.

ivil Government.—One term. The work is based on a study of the consti- n of the United States. The history of the formation of the constitution is ly considered. The composition and powers of the different departments of overnment are carefully studied. Concrete illustrations are used, and mat- of current interest in affairs of the government receive attention.

eography, Political.—One term. The work comprises a complete review e subject. A careful study is made of North America, which is then used basis of comparison for the study of the other continents. No effort is to separate what belongs to the physical from what belongs to the political cts of the subject. Physical features are noted and their effect upon life idered. The adaptation of the earth to the needs of man and the mutual ion existing between the two are made the central features of the study, and ubject is taught solely with these ideas in mind.

eography, Physical.—One term. In this subject the text book is followed closely, although all parts do not receive the same degree of attention. s pertaining to the shape, size, etc., of the earth are briefly considered. A ful study is made of the composition, movements and states of the atmos- e. Special attention is given to the location of the various wind belts, and to the theory of the formation of high and low areas and the resulting nic action. Common instruments, as the thermometer and barometer, are ied and their uses illustrated. Current weather maps are noted and indi- al observation is encouraged. The distribution of land and water and the

formation of plains, plateaus, etc., are considered. Careful attention is given to the distribution of life as a result of physical causes. Although technical knowledge is sought, yet an effort is made to emphasize the relation of physical causes and effects rather than to encourage the committing of unassociated facts.

Grammar.—One term. The course embraces a complete review of the subject. The sentence is made the basis of work; it is carefully studied with respect to structure, uses, and forms. The parts of speech are studied in their relation in sentences and their classification and properties carefully considered. Application of the pupil's knowledge is made by frequent exercises in analysis and parsing. Effort is directed towards discouraging the formal and deductive teaching of grammar and towards encouraging the consideration of it as a living subject in which the pupil is to become interested.

History, Kansas.—One term. The work includes not only a consideration of the principal historical events connected with Kansas, but also a study of the geography, government, literature, etc., of the state. An effort is made to show the relationship existing among these various lines of activity and the effect of each upon the others. In this way events and conditions are constantly associated with causes, and the Kansas of to-day shown as the product of natural growth.

History, United States.—One term. A careful study of American history to Washington's administration is made. The events leading directly to the discovery of America and the attempts made by the leading European nations to obtain territory in the new world are considered. The motives that prompted colonization are carefully noted. The English colonies are considered in groups, a careful study being made of the principal colony in each group as a type form. Frequent comparison of the conditions existing in these type colonies is made. The French and Indian war is regarded as an inevitable struggle for supremacy in the continent. The revolution and the final establishment of a new government are treated as the culmination of forces long active. Little attention is given to the conning of facts, emphasis being placed upon the recognition of movements. The principle of cause and effect is emphasized throughout the work, the subject being treated as a living, organized whole, rather than as a bundle of unrelated particulars. The work of the institute course of study is included.

Literature.—One term. The course is based on the institute outline of the subject, and seeks to cover the work required for a first-grade certificate. A careful study is made of several classics, for the double purpose of acquainting the pupils with the subject-matter, and giving them a means of judging the value of other selections. Brief studies of the life and work of the different authors are made. An effort is made to introduce the pupils to the best literature and to cultivate an appreciation of such, rather than to make a critical study of any particular selection.

Penmanship.—One term. The object of the work is threefold: (1) To give a knowledge of the forms of the letters and of their combination in words: (2) to secure an easy and correct movement: (3) to obtain a fair rate of speed. All methods are directed to the accomplishment of these ends.

Physiology.—One term. An elementary survey of the whole subject is taken. The composition and structure of the bones and their adaptation in the skeleton, the structure and use of the muscles, nutrition, circulation and respiration receive careful attention. The nervous system and the special-sense organs are carefully studied. Hygiene, the effects of stimulants and narcotics and the gen-

eral care of the body are emphasized. Simple experiments are introduced and observation is encouraged.

Reading. One term. The work includes a consideration of the fundamental principles of elocution as well as exercises in interpretive reading. The association of expression and thought is emphasized. Literary analysis, sequence of thought, clearness of enunciation and the various forms of emphasis receive careful attention.

Spelling.—One term. The work embraces not only exercises in spelling but constant drill in phonics. Word building and word analysis are also emphasized.

PLATFORM OF AUDIENCE ROOM.

Training School.

This department is designed primarily for the training of teachers, and gives opportunity for observation and experience in all grades of work from kindergarten to first-year high-school classes. The School is well equipped with necessary school apparatus, and includes in its course a broad variety of exercises, introducing the student to every phase of school work—manual training, drawing, painting, music, physical culture, and nature study, including the school garden.

All the teaching work is closely supervised by competent critic teachers, and classes are frequently taught by them for observation by teachers in training.

Pupils attending the school have, in addition to the broad and liberal course outlined, the advantage of the Normal library, which makes special provision for them in a children's room, supplied with a large collection of the best juvenile literature, and every advantage and encouragement is given to lead them to love good books.

The new Training-school Building provides conditions that will greatly increase the efficiency of this work and the comfort of teachers and pupils.

Course of Study.

Arithmetic.—The work in this subject aims to make the common principles involved in the fundamental operations familiar and continuous throughout simple numbers, fractions, both decimal and common, and denominate numbers. There is no attempt to learn "once for all," by strenuous efforts of memory, any tables, rules, and useful formulæ; but rather, by careful, concise and interesting repetition, and by application in the familiar fields of manual training, of the school garden, and of mimic business, to cause the child to grow into all useful fundamental knowledge of numbers. The thought is to cause the pupils to grow in strength of mind and to train the will and the reasoning power by means of arithmetic, without the expectation that more of it will be longer retained as a memory product than they have pretty frequent use for. The thought that runs through the whole course is that nothing is to be considered as completed and therefore dropped, but that application of all the principles learned shall be repeatedly provided for. The introduction to all new work is inductive, and therefore demands oral development by the teacher.

First year.—The first ideas of numbers are given through the use of objects. The work is presented in such a manner that the children will be led to make the discoveries for themselves. Much attention is given to the language used, for the observations are not complete until they have been expressed. Many practical problems are used. These are frequently made by the pupil. Also much simple work in comparing and measuring is given.

Second year.—Much of the first year's work is reviewed and continued. Simple work in addition and subtraction is introduced. The pupil obtains a knowledge of simple work in addition, subtraction, multiplication, and division; of fractional parts of small numbers: of time, as days in a week, weeks in a month, etc.; and of the measurements, inch, foot, yard, pint, quart, and gallon.

Third year.—Some simple work from the state text is used. Work in sense training is continued. Review thoroughly the forty-five combinations, and strive for rapidity in addition and subtraction. More difficult problems, including adding and carrying, subtracting, and taking from the next higher order, are used. Work in multiplication continued. Children should use readily the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{3}{5}$, and $\frac{2}{5}$.

Fourth year.—The following topics from the state text are studied: The multiplication tables are reviewed and memorized through the 12's. Notation and numeration receive special attention. The Roman notation is taught. Short division is reviewed and long division is introduced. The children are taught how to study difficult problems, to develop the complete tables of linear measure, liquid and dry measure, weight, time, and money.

Fifth year.—Denominate numbers are completed; fractions and addition, subtraction, multiplication and division of decimals are taught. A thorough review of notation and numeration, addition, subtraction, multiplication and division, and United States currency, as given in advanced text. Bills and accounts are taught as preparatory to simple bookkeeping and work in the advanced text is continued.

Sixth year.—Advanced state text. The work includes factors and multiples, and a complete study of addition, subtraction, multiplication and division of fractions and their applications, and denominate numbers.

Seventh year.—Percentage and the principal applications of percentage in common business transactions, including interest, notes, and stocks, constitute the principal work of this year. Much drill is given in the fundamental operations and the principles underlying the relations of numbers.

Eighth year.—Ratio and proportion, involution and evolution, mensuration and the metric system furnish the work for this year.

Drawing.—The work covers form study, shading, color work, using pencil, crayon, and brush. The type solids furnish the primary ideas of form. Objects from nature study and language work are used for the shading and color work. The state text books and manuals guide the instruction, although they are not followed in detail. No set course is followed; no particular tasks are set for each period of the year; but work suitable to the class and season is selected from term to term. The work of the seventh and eighth grades includes mechanical drawing incidental to woodwork, and also decorative drawing and picture-making, using pencil, pen, crayon, and brush.

Geography.—The great purpose in teaching geography is to acquaint the child with the earth as the home of man. During the early years, children are made acquainted with both plant and animal life as affected by physical environment, and later their geography deals more particularly with the people on the earth.

First year.—Nature study. Children become familiar with animal and plant life in their vicinity; with fields, brooks, etc. Stories from "Seven Little Sisters" are told, and children are led to know of the animals, plants, climate and occupation around the homes of different people, and to get some idea of our dependence upon those countries. These stories are reproduced by the children.

Second year.—In connection with stories of industries and occupations, stories from Jane Andrews's "Ten Boys" are told, introducing the children to the various races. Real and imaginary journeys are made to stone quarries and coal-mines; to the Neosho and Cottonwood rivers, to exposed rock ledges and gravel-banks. For map work, a study is made of the schoolroom and the city. Trips taken throughout the city are afterward pointed out on the map.

Third year.—The work is suggested by the first lessons found in the state primary text. The substance of each lesson is presented orally and discussed before being read in the class. Field lessons are continued. For map work, the county, state and other states are studied, and the work is reproduced in story form.

Fourth year.—Work in the text is continued. This suggests both the life and the map work. North America and the United States, as presented in the text, are reviewed. The conditions that surround the lives of people in various states furnish the motive in the work.

Fifth year.—The primary text is completed, studying the following topics: Mexico, South America, Europe, Asia, Africa, and Australia.

Sixth year.—From the advanced text the introductory work and the United States are studied. The activities of the people, with the conditions surrounding them and their relations with other people, are kept in view.

Seventh year.—The advanced geography is studied, from South America to the end.

Eighth year.—A detailed study of the eastern hemisphere occupies twenty weeks, and physical geography is studied twenty weeks, using a text-book, and observation of physical earth phenomena in the vicinity of Emporia.

History.—The work of the first four years is incidental to the language work, and includes stories of the early history of America—stories about the Indians, the Pilgrim fathers, the pioneers, and biographies of valorous men and women of all time. An attempt is made to select the leading facts of American history, and to work them out in detail, so as to fix their significance in the minds of the children and to establish their relation with correlated subjects.

Fifth year.—The work of the year covers the stories from the beginnings of American history, including the great explorations and conquests of the Southwest; also, stories from European history having the simplicity and primitive character to correspond with these. The work is presented orally, and much attention is given to the interesting details necessary to give it vividness. Parallel readings are selected and the composition work is made to correlate somewhat with the same.

Sixth year.—The settlement of America and a detailed account of three or four type colonies, including reasons for migration, character of immigrants, mode of gaining a livelihood, the relations with the Indians, and the tendencies toward self-government, the colonial life and the intercolonial wars are also treated during this year. In European history, the struggle for representation and the *magna charta* are used. The work is to be presented orally, but a large number of reenforcing stories are read. The period of Elizabeth to Cromwell in English history is studied.

Seventh year.—The work covers the American revolution and the new government that grew out of it. A copious use of biography is made. Much time is given to the rich and abundant literature portraying this period. Biographies of several prominent men are treated fully.

Eighth year.—The constitutional period of the history of the United States occupies the year. Only those topics embracing the more significant facts of the growth of the government, the prosperity of the people and the ideals of citizenship are taught. More culture, it is thought, comes from the full treatment of a few topics than from a scant treatment of many. Reference to the easier histories is made continually and some of the work is presented orally.

Language.—Language work naturally grows out of the nature work and the literature. The aim of the work is to give correctness, strength and beauty of expression. In order to do this, the pupil must have interesting thought to express. For that purpose, the work in language throughout the first five grades is subordinated to the thought work. The language work consists largely in teaching pupils the use of individual words and phrases without generalizations. The

teacher observes for this purpose those errors of speech that are prevalent among the pupils being taught, and embodies them in the language work. All of the grades are given literature that is rich in thought and in beauty of expression.

First year.—As oral language precedes written language, so the first year should be devoted largely to oral expression. The work aims at enlargement of the vocabulary and sentence forms, to meet the needs of the increasing thoughts, and also at correcting improper forms of speech among children. A large variety of material to be studied is furnished, including pictures and objects from nature. The children are encouraged to express themselves freely about things most interesting to them. Poems to be studied and others to be memorized are suggested. Stories are told for reproduction. The children's first attempt will be single sentences, then connected sentences, and finally they become able to reproduce the whole story. The literature and nature work are varied to suit the seasons.

Second year.—The first year's work is continued. Simple written work is introduced. Additional drill is given upon the meanings, forms and uses of many commonly used verbs and combinations of words. The scheme of nature lessons and poems for study, for memorizing, and of stories for reproduction, given in the first year, is continued.

Third year.—The kinds of work offered in the first two years are continued. More stress is placed upon forms of written work, sentences, and punctuation. Parts of, and, later, whole stories may be reproduced in writing. The idea of limiting words is introduced, and adjectives that distinguish by pointing out are given.

Fourth year.—The work of the previous year is continued. Much attention should be given to use of possessives, plurals, quotations, and paragraphing. The comma after the names of persons is introduced. Composition work should show better paragraphing, better construction, greater facility of expression, larger grasp of subject, and better choice of attributes used in description.

Fifth year —The form of the sentence, the noun and its modifications, the meaning and forms of the verb and the personal pronouns are the new work introduced in this year. The nature study is still prominent here, and stories for reproduction are continued.

Sixth year.—The work is based upon the concurrent work of the grade, and consists largely of composition and oral descriptions, conversations, extemporaneous speeches, and discussions. Some attention is paid to such qualities in writing as clearness, beauty, and simplicity of style. The memorizing of artistic passages of prose and poetry is a part of the work.

Seventh year.—A careful study of technical grammar occupies the seventh and eighth years. Topics: (1) The nature of ideas. (2) The nature of thoughts. (3) Ideas and their expression. (4) Thoughts and their expression. (5) Parts of speech. (6) Phrases and clauses. (7) The forms of sentences. (8) The elements of a sentence. (9) Nouns. (10) Pronouns. (11) Adjectives. (12) The verb. (13) The adverb. (14) The preposition.

Eighth year.—Topics: (1) The subject. (2) The predicate. (3) The complex sentence. (4) The compound sentence. (5) The classification of sentences with respect to meaning and use. (6) The verb reviewed. (7) The pronoun reviewed. (8) Adjectives reviewed. (9) Adverbs. (10) Participles and infinitives. (11) Application of grammar in the analysis and parsing of sentences of all kinds. The study of history and derivation of some words.

Music.—In the lower grades, much time is devoted to ear-training, pure tone, and to rote singing. The songs selected for rote work are closely related to the seasons and to the thought work in the language lessons. One carefully selected cantata or operetta is studied and memorized during the year by the pupils.

Seventh and eighth years.—The theory work includes the study of the scale of C and the building of all the major scales, the study of the chromatic scale and accidentals in music, the developing of the minor scales from the major. In tone work, the pupils are drilled in producing tones of good quality. They are taught to read in all the major keys and to read easy exercises in the minor keys.

Nature Study.—The whole realm of science is too broad for elementary nature study. Interest will be most easily created in those phenomena that affect us, and those plants, insects and animals that make for our happiness or misery. Every child will come later to a hand-to-hand contest with the elements in field, garden, or lawn, and the rules of the battle are interesting to him now. Actual contact with nature, and not stories about nature, should be the guiding principle of the work; so aquaria, vivaria and gardens should be provided, to facilitate observation. Out-of-doors is the book that will furnish most of the reading. No course can foresee what the children will come in contact with. The following attempts to suggest the kind of work, rather than the quantity or the exact objects to be observed. Purposive employments involving natural objects and the application of nature's laws are devised in the carrying out of an effective course in nature study.

First year.—Observations and conversations upon those objects in nature that can be interestingly presented to the children furnish the first year's work. Pets, seeds planted and tended by children, fruits which they bring to school, the calendar and the wonders of the aquarium are within the range of the observations made.

Second year.—The work is similar to that of the first year, the range of the observations being a little broader. The insects that do harm, and the small animals that live about our homes, their habits and homes, and whatever nature interests come to hand are material for this year's work. Flowers, trees, water, weather, the movement of the sun, the moon, the stars, all may be made interesting if properly handled.

Third year.—Observations more extended and more correctly and fully described furnish the work for the year. Most of the objects used in the first two years will reappear for further study in this. Limestone and coal are introduced, with the story each has to tell. A few fall flowers are studied and named; also a special study of fruits of the ripened seed cases is made. The aquarium and vivarium should be constantly supplied with living things. Birds, the structure of their homes, and their songs, are observed.

Fourth year.—The work includes the fruit of the field, harvesting and milling, and the water animals. The special objects studied are the pumpkin, corn, cotton, tea, crayfish, snail, clam, oyster, fish, and turtle. The plants that grow in the garden, their dependence on sun and rain and their cultivation and protection are subjects for spring and fall work.

Fifth year.—A closer study of plants is made, noting kinds of leaves, stems, roots, how they get nourishment, the flowers and the odors of plants, and the plant's defense against its enemies. Other topics studied are: The butterfly, its structure and metamorphosis; how it feeds in its two feeding stages; soils, and the composition of black loam; the field crops that are raised in this vicinity, and the plant and seed of each.

Sixth year.—The following topics are included in the year's work: The life cycle of a plant—the seed, its form and parts, its germination and growth; the plant, the flower, the fertilization, the dependence upon insects, the seed-pod; the distribution of seeds and their protection through the winter. Learn the names of twenty wild flowers at sight. A study is made of the wild animals that live in the woods and fields about us, their homes and habits. Study a rabbit, noting his special adaptation to his life. A study is made of the hawk family, their eggs, nesting, how they live, their relation to man; also of the cabbage butterfly and of the mosquito.

Seventh year.—The bees, spiders, ants, toads, snakes, turtles, fish and the microscopic life in stagnant water are observed. Birds are studied, making lists of all seen, and noting what they were doing. Any immediate interests that may arise in nature study are followed out.

Eighth year.—The planting and care of trees is the special topic; their use and beauty; the names of trees around Emporia and distinguishing characteristics. Pupils learn to graft and bud fruit-trees; also to cross-fertilize or "breed" plants. They determine some insects harmful to trees, their life stages, and how to destroy them. They name the birds that are seen helping the trees by removing eggs and caterpillars.

Physiology and Hygiene.—The care and use of the body form topics for morning talks and occasional lessons throughout the lower grades. So much of structural and functional physiology as is necessary to make these talks impressive is given. Emphasis is placed upon the value of habit and upon moderation in eating and drinking, cleanliness, erectness of carriage, exercise, and upon the dangers arising from the use of narcotics and stimulants. No fixed list of topics is treated in grades below the seventh.

Seventh year.—Oral and observational lessons upon the structure and hygiene of the body are given. The skeleton is studied and compared with the skeleton of a dog or a horse. The structure and composition of bones are observed. The muscles and tissues of the body, their growth and nutrition, and the skin and lungs are studied.

Eighth year.—The work covers the state text in physiology.

Reading.—The important study in primary and intermediate grades is reading, for upon this the progress in other subjects largely depends Comprehension of thought is necessary to good oral expression; hence our primary aim is to make intelligent and thoughtful silent readers. In the first lessons script is used; the children learn much more rapidly that which they attempt to reproduce. The sound work is emphasized from the first, and, as new sounds are introduced, the diacritical markings are placed upon the blackboard for daily review. In studying a reading lesson, these steps are observed: (1) Study of words and phrases; (2) study of picture, if there is one; (3) study of thought; (4) study of expression. All stories and poems selected for the children to read should be the best that they are capable of reading and appreciating. The thought in them should be in every case worth the getting—stories that will cultivate a lasting taste for good literature.

First year.—The children read several of the best first readers, such as Florence Bass's "Beginners' Book," "Hiawatha Primer," etc., learning some of the words by sight, but more of them by sound. The interesting thought furnishes the motive in the mastery of the symbols of script and print. Copying words and thoughts accompanies the work. Scansion and expression are persistently practiced, to preserve naturalness of expression.

Second year.—Two second readers, as Arnold's "Stepping Stones," Cyr's

Readers and a number of selected stories having literary merit furnish the matter read. Additional emphasis is placed upon phonics. The copying of sentences is continued. Many new words are added to the children's vocabularies.

Third year.—The classes use selected stories and poems from several third readers. The phonics and word study, Arnold, McMurray's "Robinson Crusoe," etc., are continued, oral and written spelling being employed, and diacritical and accent marks are used to indicate pronunciation.

Fourth year.—Selections are made from Jane Andrews's "Seven Little Sisters," "Little Men," Arnold's Fourth Reader and other sources furnishing valuable thought materials. The dictionary is introduced for use in finding the pronunciation and meaning of words. Independent reading is provided for and encouraged. Words are spelled by letter and by sound.

Fifth year.—Much good literature for class work and private reading is selected from "The Wonder Book," 'Stepping Stones to Literature" No. 5, "The Adventures of Ulysses," and other sources. Emphasis is placed on clear enunciation and articulation. Phonic analysis is continued.

Sixth year.—The selections are from "Grandfather's Chair." "Tanglewood Tales," "Stepping Stones to Literature" No. 6, and other sources. Emphasis is placed on thought analysis and appreciation.

Seventh year.—Attention is given to the reading and interpretation of more difficult selections than have been heretofore used. The thought analysis is made with more care. and the form of the literature read, the beauty and strength of expression receive some attention. "The Lady of the Lake," "Miles Standish," Lamb's 'Tales from Shakespeare" and other selections of equal difficulty are used.

Eighth year.—The purposes and plans of the seventh year are continued. "The Iliad," "The Sketchbook" and selections of equal difficulty are used.

Penmanship.—The work in penmanship is begun in the first year and carried through all the course. The earlier work consists of making script letters and learning how to combine them. The work of the sixth, seventh and eighth years emphasizes position, form, and movement. The writing practice is correlated with the study of business forms and letters and polite correspondence.

Manual Training.—Manual training is carried on throughout the Model School course. The work in the primary grades consists of molding in clay, paper-folding, and constructions requiring the use of scissors and paste. Gradually more difficult constructions are introduced, involving the use of cardboard and of wood. Basket-weaving is given in the sixth year. Bench work is carried on during the seventh and eighth years. Working drawings are made; the kinds of wood and their adaptability are studied; the construction of tools is observed and their care learned. A series of models, as well as articles for home use, suggested by the children, are constructed.

Spelling.—In addition to the word study accompanying all branches, the state text-book in spelling is used. Stress is laid on the value of letters and such rules as are helpful in spelling. Both oral and written spelling are practiced.

Seventh year.—Parts I and II of the state text are used, laying special stress upon phonic analysis and upon rules for spelling. Lists of commonly used words are practiced.

Eighth year.—Parts III and IV of the state text are used. Homonyms, synonyms, derivation and analysis of words, together with much practice upon useful words, constitute the work.

Kindergarten Course.

The work of the kindergarten carries out the plans and principles laid down by Froebel, involving only such changes and modifications as modern scientific investigation has suggested for its improvement.

The gifts and occupations devised by Froebel, as also the songs and games found in the "Mother Play Book," form the bulk of employment in which the children engage.

The nature work follows in its plans the thought suggested by the seasons of the year. In the fall, the leaf coloring, the depositing of the seed and the preparations of nature for her universal rest are the themes for consideration. During the winter, the manifestations of frost, ice, and snow, and the introduction of the months and seasons by name, as also the leading events each month suggests, become again topics of interest. The return of spring affords abundant occasion for pleasing and instructive lessons in nature's awakening, in both her animate and inanimate creations.

The budding twigs and sprouting bulbs and seeds, the amphibia, that, per force, visit the kindergarten in a glass jar, are used to exhibit to eager and curious eyes their strange metamorphosis; the marvels of insect life, and the beauty sleep of the worm, destined to float into a second life on four exquisite wings, demand attention. In short, all the mysteries of nature present themselves to the awakening mind of the child, that they may enter in and become a part of his intellectual growth.

The mathematical or geometrical basis of the kindergarten is designed to develop ideas of form, number, size, relation, direction, position, dimension, solids, surfaces, and points. It is through the training afforded by this basis that the eye becomes quick and correct in its observations, and the hand, through manipulation of the material, becomes schooled to a nicety and accuracy of touch. The harmony of color and originality of design found in what is known as the occupations develop in children that love of the beautiful which finds a higher fruition in a more universal appreciation of the outspread beauties of nature in all her manifold phases, while the songs and games promote a corresponding development in rhythmic and graceful motion of body and harmony of sound.

The entire atmosphere of the kindergarten is designed to meet the needs of the child. It is flexibility without laxity; it is freedom without license; it is work without drudgery; it is play without frivolity.

To conclude, the kindergarten, in its design and in its creditable execution, provides for children those natural conditions in which they find their best growth. It furnishes opportunity for that intercourse of child with child which nature demands, and so becomes a kind of social refuge for the many children who find in their own homes only the companionship of the "grown-ups." It is, indeed, a child garden, a place of growth.

Training for Kindergarten Teachers.

The course of twenty weeks of kindergarten principles and methods is especially planned to give primary teachers some knowledge of Froebel' theory of education, so that they may not only know how to utilize his principles to the betterment of their own classes by employing the children in the rudiments of many pleasant and useful industries, and thus fill in the time between recitation and recitation, but also to bridge over the chasm which would otherwise exist between the kindergarten and the first primary in those towns where the kindergarten has already found a foothold. It also affords the country teachers such a

knowledge of the handling of the kindergarten material as to enable them usefully to employ the time of little children, who so often have nothing to engage their attention in these schools where may be found all the grades from the first primary to the grammar grade.

MAY POLE.

In this twenty-weeks course the teachers get a good idea of the theory of the kindergarten gifts, also a knowledge of how to handle and present them to a class, and of the kindergarten occupations. They do a sufficient amount of cardboard sewing, paper folding, paper cutting and mat weaving to instruct children to quite advanced grades. The songs and games which they learn are also the natural and pleasant equipment not only of the kindergarten, but of the first and second primary schools, and also admit of utilization in grades farther along. In addition to the branches already enumerated, students in this department take thirty weeks of Normal work in the offered eighty of clay modeling, drawing, and elementary psychology, under the heads of those departments which have these studies especially in charge. The teaching done in the kindergarten is directly under the supervision of the instructor, and all the pupils meet this instructor during the afternoon hours for the lesson in their work, and they also have the regular weekly meetings where the work is outlined for them, and when the teaching of the past week comes under discussion and criticism. During the periods when not teaching the pupils are observing those who are, and are requested not only to bring to their meetings questions of doubtful or obscure points, but also to criticize that which seems to them untrue to the principles of pedagogy. The young ladies in the department are given a line of reading which bears directly upon their work, and they also are required to take their turns in leading, not only in the circle games, but also, since character building through stories is considered an important feature of the kindergarten, they take turns in telling stories for the amusement and instruction of the children.

One-year Kindergarten Course.

Requirements for admission.—No student under eighteen years of age will be admitted to this course. The first year's work in arithmetic, elocution, geography, English and orthography must be completed before this course is begun. No candidate for the certificate will be accepted who has no ear for music. Members of the classes will be required to do such daily observation and practice work in the kindergarten throughout the entire course as the principal may deem necessary.

Theory of the kindergarten: Gifts and occupations. Nature study. Program study. Education of Man. Mother Play Book.

Psychology, ten weeks.

Child study, ten weeks.

Clay modeling, ten weeks.

Sewing, twenty weeks.

A special diploma, not a valid certificate, is given on the completion of this course.

Physical Training.

The gymnasium is one of the best and best equipped in the West, and gives facilities, not only for class exercises, but for individual work and for training for places on the teams in athletics.

Gymnastics.—Gymnastics and calisthenics constitute a part of the regular course of instruction. These exercises occupy about fifteen minutes daily. Each class is under the leadership of a chief. Free gymnastics, bells, rings, wands and clubs are employed in the various classes. Swedish gymnastics and also military drill with wands will be given in connection with the other exercises. Especial care is given to correct position, and to precision and promptness of action, in connection with good music. Classes in special work for both young men and women meet two afternoons per week; these classes are open to students whose physical condition warrants vigorous exercise. The members are required to wear the conventional gymnasium suit. Lectures on physical culture and related subjects are given the senior professional classes by the director. The utility of gymnastic and calisthenic exercises as a means of physical development and training, and of securing vigorous health under the constant strain of student life, is now generally acknowledged. All students in the Normal Department are required to do regular work in the calisthenic, gymnastic or athletic class.

Athletics.—The general athletic work is under the general supervision of the director of heavy gymnastics and field athletics. It is recognized as elective with gymnastics and calisthenics, under certain limitations.

The Athletic Association, organized in 1900, provided for the organization of sections in baseball, football, tennis, basket-ball, golf, track work, military drill, etc. A fine park and ample courts offer rare facilities for outdoor exercise. A small fee is charged by the association for athletic privileges. Professionalism is excluded. The baseball, basket-ball and football teams have made an honorable record in match games with teams from other schools.

The physical training teacher meets regular classes during every recitation period, and special classes in the afternoon.

RIVER SCENES NEAR EMPORIA.

Conspectus of Normal Departments.

(For lack of space, some departments are deferred.)

Training School.

Object.

1. To furnish a field for the application of the principles of teaching.
2. To give candidates for teaching model lessons for analysis and imitation.

Method.

1. The teachers entering this course observe the work of other pupil-teachers of critic teachers for the purpose of applying the instruction in methods to lessons that have been well planned. Teachers of experience and skill observe for the purpose of criticizing work from the standpoint of sound method. The observation is directed successively to the cardinal points of good teaching, such as interest, self-activity, inductive presentation, application, reviews, etc.

2. Practice teaching is required of all, under the supervision and criticism of the critic teacher. The work demands one period a day for forty weeks. The teacher has full charge of the instruction and management of the class, and is subject to occasional visits from the critics.

3. Teachers' meetings are frequent for the discussion of the observations reported, for the observation and discussion of model teaching, and for discussion of the problems of teaching that arise as incidents in the work.

Organization.

1. The Kindergarten.—This department offers a course in kindergarten theory and practice, and shows the proper adjustment of kindergarten to primary school.

2. The primary school consists of three grades, and endeavors to give those adapted to primary teaching and those likely to be principals of schools a practical knowledge of the methods most effective in primary work.

3. The intermediate and grammar-school consist of three and two grades, respectively, and endeavor to give practice that will induct teachers into successful work in these grades.

4. The special classes include the work preparatory to entrance to the Normal, consisting of reviews in arithmetic, geography, grammar, United States history, reading, physiology, and penmanship, and elementary work in civil government, bookkeeping, algebra, physical geography, and English literature. These classes are used for the training of teachers in the same manner as those of the intermediate and grammar grades, but the practice afforded corresponds more nearly to high school work.

General Methods.

1. Preparation.—The student must have completed elementary psychology before entering the methods work.

2. The work is a unit, with the inductive-deductive process for its core.

3. Calendar.—The work is given each ten weeks during the year. The course is completed in ten weeks.

4. Methods.—The work is pursued with McMurry's Method of the Recitation in the hands of the students, supplemented by copious library references.

The arrangement of the work is topical, and much discussion from the psychological standpoint is had.

5. THE SPECIAL OBJECT TO BE ATTAINED.—(1) The development from the laws of psychology of a universal method of teaching. (2) Such flexibility of this method as to allow its general application. (3) A few special applications of the method. (4) The ability to criticize teaching from this method standard.

Primary Methods.

Preparation for the subject.

CALENDAR.—The course is completed in ten weeks.

OBJECT OF THE COURSE.—(1) To present to the teachers some of the various methods of teaching the common-school subjects in the primary grades. (2) To lead them to decide from a psychological standpoint wherein these methods are strong and wherein weak. (3) To prepare them to test other methods that may arise from time to time.

METHODS.—Lectures, discussions, and illustrative lessons (with the children).

SUBJECTS OR SUBDIVISIONS OF WORK.—(1) *Primary Reading:* Earliest methods: A B C, phonic, phonetic, word, sentence, word steps in a reading lesson; use of illustrations; presenting new words and phrases; silent reading or thought work; expression; the acquisition of a vocabulary; reciting a reading lesson; supplementary reading, questioning; school readers, or entire classic work; seat work. (2) *Nature Study and Language:* Study objects in nature, showing how they may be used and correlated with language work; use of the story and poem: oral language; written language; primary composition; gardening. (3) *Spelling:* Selection of words: assignment of lesson; steps in the recitation; grouping words: dictation work; relative place of oral and written spelling. (4) *Arithmetic:* Value as a means of mental training; earliest methods—Pestalozzian, Quincy, Grube, Sonnenschein, Speer; use and limitation of objective teaching; early work in fractions, etc.; relation between mental and written work; method of recitation; drills; seat work. (5) *Geography:* Its place in the primary course; home geography; outdoor or field lessons; sand modeling; life in other lands, as taught from Jane Andrews's "Seven Little Sisters" and "The Ten Boys": relation of geography to social life; occupations and industries; map work. (6) *Music:* Tonic sol-fa and staff; breathing, rhythm, tone work; ear training and eye training; note and rote work; analysis of song.

LIST OF HELPS.—Sarah Arnold's Waymarks for Teachers; Sarah Arnold's How to Teach Reading; McMurry's Special Method for Reading; McMurry's Special Method for Geography; McMurry's Special Method for Science; Scott's Nature Study; Bailey, Lessons on Plants; Bailey, The Nature-study Idea; Hodge, Nature Study and Life; Hemenway, School Gardening; Clarke, Reading; Parker's Talks on Pedagogy; Cooley, Language Manual; Frye, Sand Modeling.

Psychology and Child Study.

In this institution it is the policy to give large place in the professional work to the psychological disciplines. The following reasons are held to justify this prominence:

1. The general reasons that apply for the study of any science are in force here. Mental facts are as amenable to scientific treatment as those in other life studies, and the judgments required of the student as valuable. To a young person who has lived hitherto on the level of sense perception, psychology often opens up a new world and stimulates to a higher intellectual life.

2. As a subject in a curriculum for prospective teachers there seem to be two classes of reasons for including psychology in such a course: (*a*) The advantages which come to the individual teacher whatever the grade. Some of these are: It diminishes the danger of pedagogical arrest. If the young teacher is to avoid falling into the grooves of habit it must be through a knowledge of mental action, and the increased interest in his work aroused thereby. It tends to cultivate in him a scientific attitude towards the child. He is led to view the child much in the light of a natural-history specimen, and acts before regarded, perhaps, as personal affronts, are seen to be characteristics natural to this species. The teachers' work is thus placed on a distinctly higher level. Psychology in the normal school is needed to give that broad adaptability—that sure basis of originality which allows of continuous growth. The student must pass from a knowledge of self to a knowledge of others. There is no other way to avoid falling into the ranks of the mere imitators. It seems certain that the school that magnifies practice courses at the expense of a knowledge of subject-matter and psychological principles is in danger of sending out teachers so fixed in the use of special methods and devices as to carry the institutional earmarks through life. Nowhere else is it truer that "the letter killeth, but the spirit giveth life." The teacher with some knowledge of child psychology is more likely, too, to avoid the common fault of presupposing more mental possessions than the child has, and in consequence will make the lesson-matter more nearly conform to his capacity and stage of development. (*b*) Many of the graduates of this school go out as superintendents, high-school principals, and department principals. Their work involves the supervision of teachers and the making of programs; they, therefore, need all possible help bearing on the laws of mental development, in order that the materials of instruction may properly fit the child's mind at the changing periods. Only through a study of child psychology will the superintendent be able to avoid the danger of causing those arrests which result from giving certain subjects too early in the course of study or of continuing them too long.

The General Psychology in the second year is intended to form the basis for the more advanced work in the subject, and also to give a preparation for the work in general methods referred to below. The ordinary topics of mental action are studied, generously illustrated, and their educational aspects emphasized. Exercises in introspection are given with the idea of stimulating the student to a closer observation of his mental processes. Reference to one's own mind at every step is insisted upon as the only essential method. Text-books and lectures can only guide in the work.

Throughout the third year the general principles of this subject are studied in a more thoroughgoing way. The development of skill in introspection is sought and pedagogical applications are made. How far experimental work

should be attempted in a normal school is yet an unsettled question. While the normal school will probably never be able to compete in this line with the well-equipped laboratories of the universities, it seems certain that much more of this work will be required in the future. A certain amount of experimental work is necessary for a mastery of the principles of the subject, as in other sciences. The work is needed and can be successfully given. Along with the text-book work in Titchener's Psychology, we use Witmer's Analytical Psychology, a manual containing a large number of simple experiments which can be performed without expensive apparatus. These serve to illustrate such topics as attention, apperception and perception, association, sensation as the mental element, and questions of psycho-physiological analysis, the phases of the subject most important for the teacher. The students work in small groups and act as subjects for each other. The results obtained are discussed by the class. Each student is given a psychological topic in the nature of a research problem for special study. He is expected to master his subject so far as possible, to present a bibliography of the literature found, and to summarize his results in a paper of about 2000 words. Constant use is made of the works of James, Ladd, Wundt, Lloyd, Morgan, and of other standard texts.

Child Study is open to those students only who have had some psychological preparation. It is designed to present the facts regarding the nature and development of the mind during childhood and adolescence, with especial reference to the meaning of these facts to the teacher. The genetic or developmental phase of child life is the one deemed most important in this connection; the idea of recapitulation is presented and John Fiske's teaching as to the meaning of the long period of helplessness in the human infant is emphasized. Comparisons are made with the minds of lower animals and savages.

An effort is made to become acquainted with the best scientific investigations of the child, and some attention is given to evaluating the methods employed in the different investigations. The special studies cover over thirty phases of child life, included under such rubrics, among others, as, the development of the mental powers, the relations existing between the mental and physical stages of growth and order of development, the meaning of youth and play, the instincts of childhood, the culture epoch theory, heredity and environment, individuality, the influences of educational methods on physical and mental growth, children's vocational and other interests, language, drawings, etc. Questions as to the care, training and treatment of normal and abnormal types of children receive some attention. Especial emphasis is given to the study of sense defects, and some time is devoted to making simple tests of the senses.

Summarized reports of the best investigations on the above topics are read and discussed before the class.

Students are encouraged to make original observations of children, not with the aim of adding to scientific knowledge, but for purposes of illustration. From time to time these are presented and explained.

Chamberlain's "The Child—a Study in the Evolution of Man," is made the basis of the text-book work. Large use is made of the full bibliographies, by Wilson, found in the pedagogical seminary.

Philosophy of Education comes late, it being the student's final subject in the professional work. So far the psychological work has been concerned with the mental processes in their scientific aspect. It is the purpose here to present the fundamental principles lying back of education. This work is of use if it merely serves to call attention to the field of philosophy. It is the student's right. It is his only opportunity to come face to face in his preparation with

those great ideas which have occupied the minds of men through the ages. Such concepts are presented as: Self activity as a productive cause; Plato's three stages of thought, with the philosophical view of the world each carries with it; how the higher faculties develop out of the lower, and the danger of producing arrest in the lower stages of the mind's activity; the question of the freedom of the will from a psychological and a philosophical standpoint; discussion of the three so-called *a priori* ideas of time, space, and causality; the meaning of the infinite and absolute; discussion of the institutions that educate; the psychology of nations, etc.

The topics are developed by free discussion, and the eagerness of the discussions shows how strong in many natures is "the passion for origins."

History of Education.—Antecedent work is required in general history. The aim of this course is to present a view of the meaning of education as affected by the process of historic evolution. It is not so much an accumulation of facts as a study of relations, an attempt to trace, so as to observe its historic continuity, the intellectual life of the race. No text-book is used, but Cubberley's Syllabus of Lectures on History of Education in the hands of pupils serves as a guide to bibliography, supplemented by references arranged by the instructor. The method of recitation is conversational, the pupils reporting on the phases of the work concerning which they have read. This is followed by free discussion, supplemented by informal lectures by the instructor, intended to contribute to the orderly arrangement of the work in the minds of the pupils. The student is expected to organize his own work from his reading and thinking, aided by the contributions and discussions of the class and the suggestions of the instructor. A general review of the whole work is based upon topics dictated by the instructor. About five hundred volumes placed upon reserve shelves in the library during the term furnish the material for the use of the class.

Physical Training.

Object.

1. The primary object of this department is to develop the physical side of the young men and women receiving instruction in this institution. We believe that all true education seeks to develop the body in harmony with the mind. A strong body is necessary to support a strong mind. The body not only supports the mind but should also be its servant. To secure this end, systematic work in this department is necessary.

2. We are a normal school and as such we are teaching our students to become teachers in the public schools of the state. To this end, this department seeks to qualify our students to give intelligent instruction in physical training in the schools where they shall teach after leaving the Normal School.

Methods.

PHYSICAL DEVELOPMENT.

1. All students are required to take work in the department unless regularly excused on account of physical infirmities. Classes in light gymnastics or calisthenics are held during each hour during the regular morning session and students having vacant hours in the other departments are enrolled in these classes. One class is held early in the morning, before the work of the other departments begins, to accommodate those having five scholastic subjects.

2. These morning classes are mixed, and students take the work in the regular costume of the class-room. A careful record is kept of attendance and all cases

of absence or tardiness must be excused by the physical director. Each girl is granted a week's leave of absence during each month. We have reason to believe that the girls take this as a privilege and do not abuse it.

3. The work of the morning classes consists of free gymnastics, long wands, short wands, dumb-bells, rings, Indian clubs, Swedish gymnastics, and military tactics, using a long wand instead of a gun.

4. The work of each class is arranged in accordance with the day's order, and is given under three heads: (1) Marching for a short time at the beginning and close of the period; (2) a drill with some particular piece of light apparatus, or free gymnastics, arranged so as to progress from simple movements to complex and harder ones; (3) breathing exercises are given each day, the object being to produce the habit of deep breathing. The best time for this work is during the class rest, when about half through the drill. The arms and body should be put in a position that will enlarge the chest capacity, and then a deep inspiration taken, followed by a deep expiration.

5. SUBSTITUTE WORK —(*1*) *Heavy Gymnastics.* This work is given in afternoon classes, and the boys and girls work separately. The girls wear the bloomer suit, and the work is more closely adapted to the special needs of girls than is the work of mixed classes in the morning. The work consists of more difficult free body-building exercises, work with light apparatus, gymnasium games, and a small amount of work on heavy apparatus; also quite a variety of fancy steps are given. This work is given by the assistant in the physical training department.

The boys' classes are conducted by the physical director. Most of the boys wear a quarter-sleeve jersey and soft-soled shoes. The work consists of vigorous free body-building exercises, a small amount of work with light apparatus, gymnasium games, and work on the heavy apparatus. This consists of the side horse, long horse, high and low horizontal bars, high parallels, suspended parallels, flying rings, and mat exercises. It is required that those taking this work must follow the work with a shower-bath.

(2) *Military Drill.* The work consists of marching, the manual of arms, bayonet exercises, and setting-up exercises. The company is not required to have uniforms.

(3) *Athletics.* Under this head come basket-ball, baseball, football, tennis, and track and field athletics.

Basket-ball teams are organized for both boys and girls. The girls' games are not open to the public, and they do not play with teams from other schools or from any other organization without special permission.

The boys play their regular practice games in the open gymnasium and have contests with teams representing other schools. Basket ball is played during the third and fourth ten weeks of the school year, from about the middle of November to last of March.

Baseball begins with indoor practice about February 1, and continues in the gymnasium until the weather permits practice on the field. Play continues on the field during the spring and summer terms. The indoor work is intended to put the players in good physical condition for hard practice as soon as they can go to the field. The baseball team plays with teams from other schools.

Football is played from the beginning of the fall term until the Thanksgiving recess

Tennis is played during the spring, summer and fall terms. Many students join this section.

A track and field section is organized about February 1, and for about two

months work is done in the gymnasium for preliminary conditioning, and then regular practice is engaged in on the athletic field. The track section sends a team to the interstate normal meet, and finishes its work at the end of the spring term with a school field day.

THEORETICAL AND PRACTICAL INSTRUCTION.

1. Each senior is required to take a ten-weeks course in the theory of physical training. This consists of five recitation periods each week. It consists chiefly of lectures by the physical director and library references for the class to read. The department has a reserve shelf in the library for books for this class. These lectures treat of the functions of exercise, a general knowledge of anatomy, bathing, sleep, rest, fatigue, anthropometry, systems of gymnastics, dress reform, first aid, etc.

2. During ten weeks of his senior year each student is required to become a member of the chief's training class. This meets in the gymnasium in the afternoon. The physical director takes charge of the class for the first few weeks, exemplifying how to give the work given to the morning calisthenic classes. Each member of the class is then required to give some marching work and a drill to his classmates. His work is criticized by class and physical director.

3. After finishing the work in the chief's training class each senior is required to command a class in the morning calisthenic work. His work is under the direct supervision of the physical director, to whom he is responsible for the kind of work he does. As a substitute for this work, a senior is sometimes permitted to assist in caring for a class in heavy gymnastics or to take charge and coach a class in some section of athletics.

MANUAL TRAINING.

Manual Training.

This department includes not only practical work, but the work of manual-training lectures, and the preparation of reports and essays. The exercises are executed in full, as needed to bring out all the general processes in making the exercise. The models are made from working-drawings, models, and descriptions, and all pupils are required to make working drawings of many of the models made, as well as to design their decoration as a part of the drawing work.

The exercises are embodied in models, and are so arranged that in the series each new exercise brings into use either a new tool or a new method of using a tool, in such a way that the development is progressive.

The central idea is social efficiency, and clustering around this are methods of technique, material of construction, methods of application, and adaptability to the pupil in his local environment.

With the acquisition of the power to execute in the right manner comes the necessity of utilizing it in the construction of the beautiful as well as the useful, bringing forth the finished article in its highest perfection.

The development of the pupil is of a broad character, and the work enables him to judge of his capabilities.

In this department the instruction is such as to equip thoroughly our students for teaching manual training. Special consideration is given to those matters that will be of value to teachers organizing and equipping a manual-training department.

Our particular work is to equip teachers to give them the greatest range of work, to add to their school work the necessary information that a teacher requires, which is generally omitted in the ordinary school work. Each student receives practical experience. Provision is made for the opportunity for taking charge of classes, grade teaching, and performing all duties of the regular teacher in charge.

NORMAL CLASSES.

Wood-working. Thirty weeks.

PREPARATION FOR THE SUBJECT.—The student must have had from ten to twenty weeks of drawing, specially preparing for the work.

SUBDIVISIONS OF THE SUBJECT.—(1) Hand work in the manual-training room. (2) Study of related topics. (3) Preparation of a paper.

CALENDAR.—The course in wood-working may be completed in thirty weeks. Three terms of ten weeks each are provided; the beginner may commence the work at the beginning of either of the five ten-weeks terms of the year. The daily lessons are forty minutes in length, and in addition one and one-half hours of work are required each day.

METHODS OF STUDY.—(1) In the wood-working course the students are required to perform fifty exercises on material for the making of the models; to make an object in bent iron structurally and ornamentally correct. (2) The methods of individual and class instruction are used. (3) Various phases of the work are considered, as: The place of manual training in the public school; the teacher; the equipment; the typical use of tools; their choice, care, and adjustment; history of manual training; the social value of manual training; kinds of work; design of models, including function and ornamentation; kinds of wood; use, texture, and finish; manual training in city and rural schools; local needs; logical systems; work based on interest; consideration of bent-iron work, structurally and ornamentally.

SPECIAL OBJECTS TO BE ATTAINED.—(1) The acquisition of a more exact coordination of motor and thought activity. (2) The acquisition of a careful, methodical way of procedure. (3) The acquisition of the ability to express thought in concrete form. (4) The acquisition of the knowledge of common woods, and the manipulation of common tools in a typical way to fashion the wood. (5) The acquisition of a knowledge of tools and woods, and their use from an educational standpoint.

LIST OF HELPS.—(1) *Reference books:* Goss's Bench Work in Wood, Salomon's Teacher's Handbook of Slojd, Woodward's Manual Training in Education, Tadd's New Methods in Education, Dewey's The School and Society. (2) *Tools:* Bench, nail-set, assorted bits (auger), chisels (firmer), spoke shave, gauge, half-round file, rule, pencil, try-square, compasses, planes (jack, smoothing, and block), saws (cross-cut, rip, back, turning, coping), bench hock. (3) *General tools:* Drill (Goodell's automatic), assorted bits (German, drill center, spoon), bevel, oilstone, grindstone. (4) *Supplies:* Oil, waste, shellac, sandpaper, metal polish.

Clay Modeling. Thirty weeks.

PREPARATION FOR THE SUBJECT.—The student must have had from ten to twenty weeks of drawing, specially preparing for the work.

SUBDIVISIONS OF THE SUBJECT.—(1) Hand work in the manual-training room. (2) Study of related topics. (3) Preparation of a paper.

CALENDAR.—A course in clay modeling may be completed in twenty weeks. Three terms of ten weeks each are provided; the beginner may commence the work at the beginning of either of the five ten-week terms of the year. The daily lessons are forty minutes in length, and in addition one and one-half hours of work are required each day.

METHODS OF STUDY.—(1) In the clay-modeling course each pupil is required to manipulate the clay; to perform work in cardboard, weaving, basketry. (2) Individual instruction is used in connection with class instruction. (3) Various phases of the work are considered, as: The place of clay modeling in the public schools, the teacher, the equipment, the social value of clay modeling, ornamentation.

SPECIAL OBJECTS TO BE ATTAINED.—(1) The acquisition of a more exact coordination of motor and thought activity. (2) The acquisition of a careful, methodical way of procedure. (3) The acquisition of the ability to express thought in concrete form. (4) The acquisition of a working knowledge of the educational value of clay modeling, paper folding, cardboard work, weaving, and basketry.

LIST OF HELPS.—(1) *Reference books:* Tadd's New Methods in Education, Holland's Clay Modeling. (2) *Tools and supplies:* For clay modeling—clay-modeling tool, hat-pin, rule, compasses, slate clay. For paper work—scissors, pencil, rule, paper (cover or wall), pulp board, paper (lining and marble), binders' cloth, mounting paste, knife, straight-edge (for cutting). For weaving—shoe-strings, box cover, twine, zephyr or carpet-warp, coarse needle. For cord work—cord, shuttles. For basketry—reed (Nos. 1, 2, 3, and 4), raffia (plain and colored), twine (coarse), grasses, coarse needle.

Wood-carving. Thirty weeks.

PREPARATION FOR THE SUBJECT.—The student must have had from ten to twenty weeks of drawing, specially preparing for the work.

SUBDIVISIONS OF THE SUBJECT.—(1) Hand work in the manual-training room. (2) Study of related topics. (3) Preparation of a paper.

CALENDAR.—A course in wood-carving may be completed in twenty weeks.

Three terms of ten weeks each are provided; the beginner may commence the work at the beginning of either of the five ten week terms of the year. The daily lessons are forty minutes in length, and in addition one and one half hours of work are required each day.

METHODS OF STUDY.—(1) In the course of wood-carving the students are required to work out provided designs and original designs, and to complete one piece in pyrography. (2) Individual instruction is mainly used. (3) Various phases of the work are considered, as: The place of wood-carving in the public school, the teacher, the equipment, the use of tools, their choice and care, original design, relation of ornamentation to construction.

SPECIAL OBJECTS TO BE ATTAINED.—(1) The acquisition of a more exact coordination of motor and thought activity. (2) The acquisition of a careful and methodical way of procedure. (3) The acquisition of the power to use hand tools well. (4) The acquisition of the ability to express thought in concrete form. (4) The acquisition of a knowledge of tools and woods, and their use from an educational point of view.

LIST OF HELPS.—(1) *Reference book:* Tadd's New Methods in Education. (2) *Tools:* Gouges—No. 5, $\frac{5}{8}$"; No. 3, $\frac{3}{32}$"; No. 9, $\frac{1}{4}$"; No. 4, $\frac{5}{8}$"; No. 5, $\frac{1}{4}$"; No. 7, $\frac{1}{2}$"; No. 3, $\frac{1}{4}$"; chisels—No. 1, $\frac{3}{16}$"; No. 2, $\frac{3}{8}$"; veining tool—No. 10, $\frac{1}{64}$"; parting tool—No. 39, $\frac{1}{4}$"; mallet, carving table, clamp.

TRAINING-SCHOOL CLASSES.

Manual Training. Grades I–VIII.

PREPARATION FOR THE SUBJECT.—The pupil must have had the general training of the preceding grades, or its equivalent.

SUBDIVISIONS OF THE SUBJECTS.—(1) Paper folding. (2) Cardboard work. (3) Weaving. (4) Clay modeling. (5) Cord work. (6) Basketry.

CALENDAR.—The manual-training course provides two periods per week for the school year.

METHODS.—(1) A sketch of the desired work is provided for the student-teacher. (2) The student-teacher prepares an outline of the lesson that he presents to the head of the department for criticism. (3) The outline contains the pupils' aim, teacher's aim, introduction of the lesson, method of presentation. (4) After the lesson in the absence of the pupils, the criticisms are tendered the student-teacher. (5) Observers are assigned, who record the presentation of the subject-matter, the introduction of the matter, the reception of and the comprehension by the pupils, the pupil's interest, discipline, the adaptability of the work to the pupils.

SPECIAL OBJECTS TO BE ATTAINED.—*For the student-teacher:* (1) The acquisition of a thorough knowledge of the subject. (2) The acquisition of skill in the manipulation of materials. (3) The acquisition of an efficient way of presentation. (4) The acquisition of the power to lead, to effectively teach in the schools of Kansas. *For the training-school pupil:* (1) The acquisition of a more efficient coordination of motor and thought activity. (2) The acquisition of a greater power of social efficiency.

Library Management.

The importance of the library has long been recognized in connection with college work, and to some extent with that of the high school, but only recently has it been realized that the school library has a place in the ungraded schools. Necessarily the direction of the library work of the pupils, the selection of books and the care of the school library falls upon the teacher. Theoretically, every teacher knows books, the tools of his profession; practically not one in a hundred has more than the most superficial knowledge of them. In this condition is found the justification of library management in a normal school. The Kansas State Normal School offers three courses, each of which is described in detail according to the following outline: Object, preparation, calendar, methods, reference and text-books.

How to Use the Library.—The aim of this course is to teach the Normal students how to use the library of the school in connection with their class work. All students doing the work of the last half of general history are required to take this course. All who are admitted to the Normal department are eligible to it. The class meets once a week, for ten weeks, and the course is repeated every term. Lectures are given on the following subjects: The classification of the library and the arrangement of books in the reading-room; the catalogue and how to use it; periodical indexes; the best books for reference in various subjects, as history, statistics, etc.; how to look up a subject in the library; government documents and their value.

Library Management, Teachers' Course.—The purpose of this course is not only to teach the students how to select and care for a school library, but to enable them to teach their pupils how to use a library. Students must have finished the first half of the third year's work, or, on the payment of an irregular fee, may be admitted after completing English literature; these requirements assuring some knowledge of books and authors. When the work is fully adjusted all students taking this course will have previously had the lectures on "How to Use the Library." The course extends through ten weeks, with five recitation periods each week, and is repeated every term, including the Summer Session. The lecture method of instruction is followed almost exclusively, because few text-books have been written upon library work and none upon school libraries. The methods in use in public libraries must be simplified to meet the limitations of the school library, especially in regard to time and money. Lectures are given upon both general and technical library topics as applied to school libraries, with practical problems assigned after each lecture. The general lectures discuss such topics as the following: The school library, its use and purpose; school-library legislation, children's literature, the library movement, bookmaking, reference books, furniture, and supplies. Technical lectures are taken up in the order necessary in actual work, and include the following: The principles which should guide in selecting books for a school library, how to order books, accessioning, classification, and simple cataloguing. The practical problems assigned illustrate the principles discussed in the previous lecture, and correspond to the laboratory work of the science department. Problems are written out, handed in, corrected, returned, and discussed in class. Students are encouraged to ask for the best and simplest methods, and to seek for the principle underlying each problem. Each student has actual practice in classification and arrangement of books on the shelves, and catalogues during the term from seventy five to eighty books. The text-books used are: Simple cataloguing rules for a school library,

adopted from Dewey's Simplified Library-school Rules and Handbook of Library Organization, published by the library commissions of Iowa, Wisconsin, and Minnesota.

Library Management, Librarians' Course.—This course aims to improve public-library work in the state. The work is planned to aid those already in library work, but who feel the need of instruction in modern library methods. The aim is to give as thorough a course of technical library training as can be given in so short a time. All topics are discussed with the public library in view. Admission is granted to graduates of the State Normal or of other institutions of like scope, to all holding library positions or under definite appointment to such positions; also to those who pass an examination on current events and have made the Normal department record on American history and constitution, general history and English literature, or pass an examination in those subjects. The course is offered only during the Summer Session, that being the time which those employed in public libraries find most convenient. The methods used are the same as those in use in the teachers' course, lectures, problems and practical work in the Normal library being given daily. The work consists of the teachers' course, previously described, and additional lectures, among which are the following: Order and accession—principles and aids in book selection, mechanical preparation of books for the shelves, care of serials, the accession book; shelf—arrangement, book numbers, labels, shelf list, inventory: loan—charging systems, rules, statistics; binding—essentials, preparation of books for the bindery, repair work; bibliography—trade bibliography for the small library, lectures by teachers in other departments on the literature of their subjects; classification—a study of the decimal classification, with practical work; cataloguing—lectures and practical work in dictionary cataloguing; reference work—the use of the various reference books and methods of work; work with children—children's reading, children's rooms, relation of the public library to the public school. The course requires two hours in the classroom, two hours of practical work in the library, and from four to six hours in preparation, five days in the week. All preparation work must be done in the library.

The following books are used:

American Library Association List of Subject Headings for Use in Dictionary Catalogues. Library Bureau, $2.

Culter.—Rules for a Dictionary Catalogue. United States Bureau of Education. Free.

Dewey.—Abridged Decimal Classification. Library Bureau, $1.50.

Dewey.—Simplified Library school Rules. Library Bureau, $1.25.

The following are valuable reference books.

Dewey.—Decimal Classification. Library Bureau, $5.

Dana.—Library Primer. Library Bureau, $1.

Plummer.—Hints to Small Libraries. Published by the author, 50 cents.

Catalogue of A. L. A. Library. United States Bureau of Education. Free.

Papers Prepared for the World's Library Congress, 1893. United States Bureau of Education. Free.

Students also have access to the following aids: Files of the Library Journal and Public Libraries; Catalogue of Peabody Institute Library, Baltimore; Boston Athenæum Catalogue; United States Catalogue; and the bulletins of the following libraries: Salem, Mass.; Springfield, Mass.; Cleveland, Ohio; Kansas City, Mo.; Los Angeles, Cal.; Providence, R. I., and Pratt Institute, Brooklyn.

Biology and Geology.

Object.

The fundamental purpose in science teaching is to show the pupils how to ake facts of observation, obtained from the world of nature, and also facts obained by experiment, and form from them valid conclusions of higher and igher rank in generalization.

A second purpose of the science teacher is to lead pupils to discover how to ake the conclusions thus formed and use them, on each of the several planes of eneralization, as guides and data in the search for new truth by experiment nd additional observation.

Studies which serve purely for culture must, in time, because of the many ew fields opening for study, give way to those subjects which develop the motor nd constructive powers of both girls and boys, as well as give that ease, sensiiveness and quickness of intellectual activity termed culture. The science eacher must, therefore, so plan his work as to meet more fully these three reuirements of twentieth-century teaching, requirements which the natural ciences may so easily be made to meet in the fullest degree.

Method.

Using and stimulating the powerful racial propensity to make collections, he pupils are led to collect widely and wisely all the matter they can get at first and in the several subjects for study, in the time allowed, and then to supplenent this collection with the many related facts of observation recorded in tandard books of reference.

The critical faculty is developed by requiring that it be employed, under upervision, in the separation of the true from the false, and those things which 'ill be of service from those things which will be valueless in the collection.

The natural desire of every human being to discover that which will be of alue to himself and to the race is stimulated and directed into scientific chanels, by giving to each student the opportunity to explore both old and new fields f study for those things which have escaped the observation of others. The alue of this method of making naturalists and explorers is attested by the lifeistory of every scientist and great discoverer.

The attention of pupils is called to the exceeding importance of using the rinciples of perspective in arranging the facts of observation and experiment, iving to some greater prominence and to others less in formulating the concluons. A lack of knowledge of this art, or a dishonest use of it, has, in times ast, and too frequently during the present century, given to the reading public istories and pseudo-scientific treatises which were intended to whitewash the ark places of history or to bolster tottering hypotheses and theories. In masring the scientific method of investigation, and in learning to formulate conusions in accordance with this method, a knowledge of the use of tests, checks nd counterchecks is obtained which enables the student to sort and weigh his formation and give each item its true importance in the conclusion. So comete is this system of tests, checks, and counterchecks, and so ready are fellow ientists to apply them when one fails to do so properly, that honesty and good idgment in the formulation of conclusions is the rule and not the exception, as less exact systems.

Knowledge of what others have done is used in the work of collection and neralization: (1) To stimulate the pupil to greater diligence and zeal; (2) to

hasten the accumulation of items of information, and thus save valuable time which may better be used for the more germane work of the science classes—the formation of conclusions and generalizations. Enough work in collecting must be given to show the pupil how, but the major part of the time must be given to the other work, or the time is not well spent. But the work of others must not be used in such amounts as to deaden the desire for originality and to invalidate the conclusions through a lack of familiarity with the data used.

After detailed study, in accordance with a given form or schedule, of various plants, animals, minerals, chemicals and natural features of the earth, the pupils are required to adjust the plant, animal, mineral, chemical or natural feature in its proper place in some standard scheme of classification, following, in so doing, elaborate natural or artificial keys, such as those in Gray's Floras and Remsen's Tables. This work under careful guidance gives a most excellent drill in the formation of judgments or conclusions, especially when made a class exercise in which a formal judgment made by a pupil is at once supported or questioned by the class or teacher.

Use.

The objects which are usually made the subjects of scientific study and the methods employed are those which have interested and guided the race in its progress towards a more complete and happy mode of living; therefore these objects and methods must determine the kind of training which every student needs in making his preparation for mastering and using his environment. The modern educator has learned that discipline acquired for one field of activity but ill prepares for service in a different field.

The objects and methods of the scientists are similar to and in most cases identical with those of the successful lawyer, doctor, and teacher, and of all those who labor successfully in shop and field, and hence are useful in preparing for any of these callings.

The labors of those who have used the scientific method have revolutionized most of the industries and have quadrupled their valuable outcome. The scientific method guides in nearly all successful effort, and hence must be mastered by all who would succeed in twentieth-century ways of doing things.

Botany. Twenty weeks.

PREPARATION FOR THE SUBJECT.—The student must have had twenty weeks in drawing.

SUBDIVISIONS OF THE SUBJECT.—(1) Morphology of the spermophytes (phanerogams) and sporophytes (cryptogams). (2) Physiology and histology of plants.

CALENDAR.—The course in botany may be completed in twenty weeks—the morphology of the spermaphytes and sporophytes, ten weeks; and the physiology and histology of plants, ten weeks. As the morphology of plants cannot well be studied during the winter months, this division of the subject is pursued during the first (June, July, and part of August), second (September, October, and part of November), and fifth (April and May) ten weeks of the school year. The physiology and histology of plants may be taken during any one of the five ten weeks of the year. The recitations in morphology of spermaphytes and in physiology of plants continue forty minutes each daily, and the laboratory periods in morphology of sporophytes and in histology of plants are forty minutes daily, or ninety minutes two times each week, but no preparation for the laboratory work is required outside of the laboratory hour.

METHODS OF STUDY.—In the study of the morphology of spermaphytes, the

pupils are required to make between eighty and ninety judgments in regard to as many characteristics possessed by each of forty or fifty plants. These judgments are expressed in writing before the recitation, by descriptive terms written in the schedules of Wooster's Plant Record, and are verified by the class during the recitations.

The knowledge of the plants thus obtained by observation, by the expression of judgments and by the criticism of these judgments is still further tested and corrected by requiring the pupils during the class hour to affirm or deny the truthfulness of the statements made in the several keys of Gray's Field, Forest and Garden Botany, in so far as they apply to the plant in hand.

Before beginning this work of plant description and classification, each pupil illustrates by appropriate drawings enough of the terms of the glossary of Wooster's Plant Record to give him an introductory acquaintance with the glossary. This acquaintance is deepened by using the terms in plant description and by reproducing the drawings from dictation.

The morphology of the sporophytes is studied in the botanical laboratory by making water mounts of typical forms and examining them with the compound microscope. Drawings are made of what is seen, and the characteristics and relationships of the plants are learned by the pupils from notes given by the teacher during the laboratory hour.

The elements of physiology of plants are learned by performing the forty experiments described in Bergen's Foundations of Botany; also from the personal experience of the members of the class and from department reference books. These studies are made in accordance with an outline of the subject given with references in Wooster's Plant Record.

The histology of plants is studied with compound microscopes in the laboratory and from enlarged photographs of tissues, the course running strictly parallel with the work in physiological botany and fully supplementing it.

The study of morphology and physiology of plants is given a richer content by directing it towards and into ecology of plants.

SPECIAL OBJECTS TO BE ATTAINED.—The chief object of this course in botany is not to make finished botanists, but living, growing botanists.

The second object is the acquisition of a more exact and methodical habit of observation of common plants.

The third object, toward which pupils are required to direct their efforts, is the attainment of the power of forming valid conclusions about what they have seen, felt, or heard. Most students in secondary schools and colleges are weak in the ability to form judgments about what their senses report, for most school studies give them small occasion to use their powers in this direction.

The fourth object to be gained in the study of botany is the acquisition of such a knowledge of plants and the development of such a love for the subject that our students may teach botany successfully in the elementary and secondary schools of the state.

Geology.

PREPARATION.—The student should have taken the work of the first two years of the normal course.

SUBDIVISIONS OF THE SUBJECT.—1. Dynamical and structural geology, ten weeks. In this division of the subject the student uses, as a text, Le Conte's Elements of Geology, revised by Fairchild. The pupils also study common minerals in the laboratory.

2. Historical geology, ten weeks. Le Conte's Elements and Wooster's Geological Story of Kansas are used as texts. The study of minerals is continued.

CALENDAR.—Either half may be taken during any one of the five ten-weeks terms; but the other half of the subject should be taken during either the first, second or fifth ten-weeks term, in order that the pupils may have some experience in doing field-work. The pupils are required to know thirty minerals and forty rocks. The laboratory work on minerals and rocks takes ninety minutes of one afternoon each week, without previous preparation.

METHODS OF STUDY.—Throughout the entire course in geology the pupils are required to draw upon their own stores of experiences, observations, and rocks and fossils in discussing the evolution of the earth's natural features and inhabitants, combining this material, in making their conclusions, with what they have gained from the text-book. The classes explore the country about Emporia to make collections of fossils and material for geological sections.

SPECIAL OBJECTS TO BE ATTAINED.—Few other subjects present so much that is fundamental to a right understanding of one's environment. Geology is at the same time an introduction to all the sciences, and a subject which requires for its full understanding a knowledge of all the sciences.

A second object to be gained by the study of geology is to give the student such knowledge of the earth's surface that he finds every landscape full of meaning to him and every natural feature full of attractive materials for study.

A third and very important object which is to be gained by the study of geology is to prepare the students to teach physiography understandingly.

Zoology. Twenty weeks.

PREPARATION.—The student must have taken a course of at least ten weeks in normal physiology.

SUBDIVISIONS OF THE SUBJECT.—1. Systematic zoology, a course in which all the branches of the animal kingdom are taken in descending and ascending order, beginning with the highest. All the representative classes and many of the principal orders and families are studied in this double course.

2. Field zoology or natural history includes a study of insects and birds, and a somewhat extended study of animal ecology.

CALENDAR.—Systematic zoology requires ten of the twenty weeks given to the entire subject, and is studied during each of the five ten-weeks terms of the school year, excepting the third. Field zoology continues ten weeks, and is studied to advantage only during the first, second and fifth ten-weeks terms of the year.

METHODS OF STUDY.—Systematic zoology is studied from dissections of typical forms, from lectures, and text- and reference books. The knowledge of the anatomy and physiology of a vertebrate gained in the previous study of Martin's Human Body is taken as giving a sufficient knowledge of the vertebrate plan of structure without additional dissections. The lobster or the crayfish, the fresh-water mussel, the angleworm, the starfish, the hydra, the fresh-water sponge, and the paramecium or the amœba, each serves in turn, when dissected, to show the essentials of the plan of each of the branches of the invertebrates. By studying the animals in the order named, the student proceeds from the known to the unknown, and thus obeys the first law of all investigations. After reaching the simplest forms of animals known, the student next retraces his steps, and thus proceeds from the simple to the complex, and from the first in a series to those evolved later, obeying in so doing the second and third laws of investigations. A knowledge of the classes and the more important orders of the several branches of the animal kingdom in this upward study is gained from text-book, reference books, and from notes given by the teacher.

In field zoology the pupil studies insects and birds in their mutual relations, and then studies the morphology and systematic position of the more important insects from his own collections and from reference manuals. The morphology and classification of the birds is studied from museum specimens and from bird manuals. Studies of living birds are made with field-glasses, that no bird may be needlessly destroyed and that an exceedingly interesting field for study may be opened to the student. This ten-weeks work closes with a study of animal ecology, using Jordan and Kellogg's Animal Life as the text-book.

SPECIAL OBJECT OF THE STUDY.—Besides gaining a knowledge of animals for use in teaching nature study in the grades and zoology in the high schools, the student finds constant exercise for his power to see and trace relationships and to make generalizations. The collecting and observing habits are strongly stimulated and many conclusions of value in every-day life are reached. A knowledge of the economic relationships of animals to man, especially of birds and insects, so vitally concerns the welfare of nearly every community, that this part of the work in zoology is properly emphasized.

English Language and Literature.

Object.

The establishment of national ideals and natural systems of thought is conditioned upon a common language and a common literary inheritance. The primary function of a department of English in a State Normal School is, therefore, assumed to be such guidance for its students as shall lead them out of an immature state into one of rational, intelligent appropriation of the world's best literature, as shall gain for them intellectual vigor and a healthy interest in whatever ennobles life or enriches spirit. The second purpose, quite as important as the first, is to instruct student-teachers how to guide their pupils, the still less mature, so that in turn they shall be able to express the facts and experiences of every-day life in words just and true; be able to be at home in the racial literature; be able "to sanctify daily living with the grace of high thinking and noble feeling." To attempt less than this for the children of all citizens is to imperil constitutional government by rendering less safe the sovereignty of the people.

Method.

The object as herein set forth admits, then, a single basis for work—the premise that there is but one broad field, one single subject, English, and that it can be treated in a consecutive and systematic way, the one problem being to find the true relation of parts to each other and to the whole; at the same time furnishing such a method of procedure as shall preserve the unity of work and result in "a well-balanced course of instruction in the language and literature of the mother tongue." This includes only three elements: Ability to comprehend spoken and written thought; power to express thought through a word medium; ability to find pleasure and profit in reading racial literature. While the end is one, each element in turn receives the major consideration and the other two are carried as kindred minors. The correct use of the mother tongue comes by long practice, and, in this institution, the responsibility for its acquisition rests equally upon each department of instruction.

Course 1 in English recognizes the fact that the standard of our language is the usage of intelligent and educated people, and comprehends both a reflective study of the principles of structure, the analysis of the paragraph and sentence as used by the best writers of this and past ages; and practice in constructing

similar media for the conveyance of the pupil's own thought and feeling. The results aimed at are the cultivation of the grammatical instinct, so that the pupil shall easily and accurately recognize the relations which words and groups of words bear to each other; the acquisition of power to think accurately and give expression to his thought in logical manner; the cultivation of a relish for critical and careful study of the constituent elements of good literature. The first is secured by a study of grammatical doctrine and its use in good literature; the second, by practice in writing; the third, by a study of some English classics.

Course 2 in English, known as rhetoric, follows two lines of work: the discovery of the essential elements of the several forms of discourse, followed by an interested study of specimens of each particular phase or form, for the purpose of recognizing lines of agreement and lines of differentiation; second, practice in using these same forms as modes of expression for the thought and experience. The paragraph, both as to content and form, and the grouping of such units into proper outlines, syllabi, or briefs, are made the foundation study of this course. Current literature, current history, common experiences are laid under tribute, to the end that the student may enter more surely into the life of his own age and find self-expression in the best literary forms now current. Not the least of the results from such training has been a young man's finding his own center of interest and the lines of activity wherein he will be most likely to give his best to the service of mankind. In some measure, then, this method is sifting the pedagogic wheat and turning to beneficent ends much otherwise doubtful teaching material. In logical order, the appreciative and creative study of the forms of discourse follows the study of the paragraph. Literature is recognized as a "form of life," and craftsmanlike pride and interest are thus secured. Narration, including both the narrative and the story, description, exposition in its various forms, and argumentation—this is the natural order of development and the one pursued in this course. One example will suffice to show the method followed:

NARRATION.

1. The narrative. 2. The story.

Theme—story-telling is a fine art.

The basis of a good story is action: Dickens—The Christmas Carol; Browning—Incident of the French Camp; Arnold—Sohrab and Rustum; Van Dyke—The Other Wise Man; Hawthorne—The Great Stone Face; Macaulay—Horatius at the Bridge; Lowell—Vision of Sir Launfal; Hale—The Man without a County; Hawthorne—Mr. Higginbotham's Catastrophe; Müller—Abdallah.

The point of a story: Longfellow—Paul Revere's Ride; Browning—The Pied Piper of Hamelin; Longfellow—Courtship of Miles Standish; Eliot—Silas Marner; White—The Nocturne.

The outline of a story: Müller—Abdallah; or, The Four-leaved Clover; Kingsley—Three Fishers; Coleridge—The Ancient Mariner; Shakespeare—The Casket Scene in Merchant of Venice; Wordsworth—Michael; Scott—Lay of Rosabelle.

The introduction of a story: Longfellow—Wreck of the Hesperus; Scott—Lochinvar; Byron—Prisoner of Chillon; Dickens—The Cricket on the Hearth; Dickens—The Child's Dream of a Star; Ingelow—High Tide on the Coast of Lincolnshire.

Conclusion of a story: Select from those already named. Report on those previously read.

PROBLEMS.

1. How do these stories handle the element of conversation?

2. The hero: Does he carry himself nobly at all times? Does he do one thing well? Prove.

3. The background: Does it change often or recur again and again?

4. The story: Has it credibility? Is the whole more interesting than its parts?

5. What trends in the stories of the hour seem to differ from these?

The creative study of the story is closely associated with the above, both in oral and written form, because all teachers need skill in this direction, and the primary teacher must have it.

Course 3 in English is primarily a study in literature as a natural outgrowth of "experience, history, and aspiration." It therefore finds its root in the history of the development of racial literature and has a twofold aim: To acquire the power of steady and permanent interest in the longer forms of literature; to gain that wealth of character and effective literary training that comes from inducing the mind "to grip with concentrated attention and with one synthesizing act of mastery the many parts of a multiform whole of imagination, exposition, or argument."

There are two ways of conducting this course: Laying special stress on the dry details of fact history; building up the facts through the study of literature itself. So far as possible the latter method is chosen. Chaucer's Canterbury Tales read with the proper spirit makes real knighthood and its chivalry, the slow disintegration of existing forms of government and society, that evolution, not revolution, may result therefrom. Shakespeare, Spenser and Bacon prove that England needed her 150 years of academic training, etc.

In this course, dramatic literature, the logical sequence of epic and ballad, commands attention. The technique and content of Shakespeare's plays never fail to render the thoughtful more thoughtful and to sink still deeper those convictions upon which all true and lasting character is builded. Milton's versatility and themes help the student to recognize the universality of the race and the brotherhood of man, even though the class work is given to the literary excellences of the poet's work. Only the more significant periods of the national life and the literary types produced receive attention. Since the child types the race, the conviction is not unfounded that this method of study equips the teacher to meet the needs of the children entrusted to her care.

Creative work goes hand in hand with the appreciative study. Papers are carefully prepared on such themes as the growth of the English Bible, the Bible as literature, the Arthurian cycle, the development of the novel, comparative study of men or eras or masterpieces.

The fourth course of English, known as literary criticism, is an esthetic and critical study of masterpiece literature, as well as the preparation of papers that shall show literary excellence and be the result of original research. Parallel courses are offered. The student is permitted to avail himself of more than one and to decide whether he will follow the lines chosen for the class or acquire the art of independent study under careful supervision. The aim of this course is the highest culture for the individual and the best equipment for the professional work that is to follow graduation. Some of the studies offered are: (1) Tennyson and Browning. (2) Some modern essayists—Emerson, Carlyle, etc. (3) The schools of the poets, based on Matthew Arnold's Canons of Criticism. (4) The novel, its technique, etc. (5) Great epics. (6) Lyric literature. (7) Myths and the literature they have inspired.

LIST OF BOOKS PREPARED FOR THE STUDY OF THE DRAMA, ITS TECHNIQUE AND FUNCTION.

Abbott.—Shakespearean Grammar.
Aristotle.—Poetics.
Barlett.—Concordance to Shakespeare.
Bates.—The English Religious Drama.
Brandes.—William Shakespeare.
Brink, B. Ten.—Five Lectures on Shakespeare.
Brown.—Later English Drama.
Burton.—Forces in Fiction.
Cross.—Development of the English Novel.
Cruttwell.—History of Roman Literature.
Dowden.—Mind and Art of Shakespeare.
Duyckinck.—Shakespeare's Complete Works.
Everett.—Poetry, Comedy, and Duty.
Freytag.—Technique of the Drama.
Furness.—Variorum Shakespeare.
Gervinus.—Shakespeare Commentaries.
Grote.—History of Greece.
Hudson.—Shakespeare, his Life, Art, and Characters.
Jevons.—History of Greek Literature.
Jusserand.—Literary History of English People.
Lanier.—Shakespeare and his Forerunners.
Lounsbury.—Shakespeare as a Dramatic Artist.
Lowell.—Old English Dramatists.
Mabie.—William Shakespeare, Poet, Dramatist, Man.
Mahaffy.—History of Classical Greek Literature.
Moulton.—Ancient Classical Drama.
Moulton.—Shakespeare as a Dramatic Artist.
Posnett.—Comparative Literature.
Rolfe.—Shakespeare the Boy.
Schlegel.—Lectures on Dramatic Art.
Schmidt.—Shakespeare—Lexicon.
Scudder.—Life of the Spirit in the Modern English Poets.
Sharp.—Shakespeare's Portrayal of the Moral Life.
Simcox—History of Latin Literature.
Snider.—Shakespearean Drama.
Stedman.—Nature and Elements of Poetry.
Symond.—Shakespeare's Predecessors in the English Drama.
Thayer.—Best Elizabethan Plays.
Ward.—History of English Dramatic Literature.
White.—Studies in Shakespeare.
Wingate.—Shakespeare's Heroes on the Stage.
Wingate.—Shakespeare's Heroines on the Stage.
Woodbridge.—The Drama, its Law and its Technique.

LIST OF BOOKS OFFERED FOR A PAPER ON "THE BIBLE AS LITERATURE."

Abbott.—Evolution of Christianity. Evolution of the Bible (p. 26).
Arnold.—Literature and Dogma.
Aubrey.—Rise and Growth of the English Nation. English Bible (v. 2, p. 87).
Barrows.—World's Parliament of Religions. Truthfulness of holy scripture (p. 65). What the Hebrew scriptures have wrought for mankind (p. 724).

Bascom.—Philosophy of English Literature. Effects of the English Bible on Literature (p. 78).

Bible.—Prefaces to the Old Testament and the New Testament, revised version.

Chadwick.—Women of the Bible, by Eminent Divines.

Clark —Primary Truths of Religion. Where is the revelation of God to be found (p. 160). Do the Old and the New Testaments stand related? (p. 178).

Draper.—History of the Intellectual Development of Europe. Translated into Latin (v. 1, p. 306). Superiority to the Koran (v. 1, p. 343). Translated into English (v. 2, p. 99). Character and general circulation (v. 2, p. 224).

Froude.—History of England. English Bible (v. 4, p. 278).

Gladden.—Who Wrote the Bible?

Green.—History of the English people. Bible, Wyclif's (v. 1, p. 463). Bible, Tyndale's (v. 2, pp. 124, 125, 145, 180; v. 3, p. 11).

Hastings.—Bible Dictionary.

Henry.—Studies in Home and Child Life. Bible and the child (p. 236).

Hilprecht.—Recent Research in Bible Lands.

Hinsdale.—Jesus as a Teacher.

Hurlbut.—Bible Atlas; a Manual of Biblical Geography and History.

Leach.—Is my Bible True? Where Did we Get It?

Lecky.—Democracy and Liberty. Advantages of simple Bible reading (v. 2, p. 64).

Milligan.—The English Bible.

Mitchell.—English Lands, Letters, and Kings. John Wyclif (v. 1, p. 90). William Tyndale (v. 1, p. 185). Bible reading (v. 1, p. 191).

Moulton.—Literary Study of the Bible.

Pattison.—History of the English Bible.

Phillips.—Speeches, Lectures, and Letters. Bible and the church (v. 2, p. 244).

Prescott.—History of the Reign of Ferdinand and Isabella. Polyglot edition of the Bible (v. 3, p. 336).

Saintsbury.—History of Elizabethan Literature. Authorized version (p. 215).

Schaff.—History of the Christian Church. Koran and the Bible (v. 4, p. 174).

Swing.—Truths for To-day. Bible and the common people (v. 2, p. 161).

Talbot.—Our Bible: How It Has Come to Us.

Traill.—Social England. Polyglot Bible (v. 5, p. 71).

Van Dyke.—The Poetry of Tennyson. Bible in Tennyson (p. 245). List of Biblical references and allusions found in the works of Tennyson (p. 391).

Wood.—The Hebrew Monarchy.

Worcester.—The Book of Genesis in the Light of Modern Knowledge.

MAGAZINE ARTICLES.

Arena, 5:335.—Inspiration and Heresy.

Arena, 9:295.—The New Bible.

Arena, 7:298.—The New Old Testament.

Arena, 19:770.—Professor Briggs and the Bible.

Atlantic, 4:137.—Dramatic Element in the Bible.

Atlantic, 85:684.—The Father of English Prose Style.

Atlantic, 52:597.—Trustworthiness of the Hebrew Traditions.

Century, 5:305.—Original Documents of the New Testament.

Century, 48:244.—Tissot's Illustrations of the Gospels.

Chautauquan, 18:78.—Columnar Truth in Scripture.

Educational Review, 14:348.—Bible Instruction.

Harpers', 60:738.—Early History of Bible Illustration.

Harpers', 105:917.—How the Bible Came Down to Us.
Nation, 61:76.—Bible as Literature.
Nineteenth Century, 45:646.—English Bible from Henry the Eighth to James the First.
North American, 88:184.—Bible Revision.
North American, 161:703.—Christianity's Millstone.
North American, 14:51.—Dissertations on the Importance and the Best Method of Studying the Original Language of the Bible.
North American, 115:437.—Ewald's History of Israel.
North American, 14:391.—Interpretation of the Scriptures.
North American, 17:130.—Introduction to the Critical Study and Knowledge of the Holy Scriptures.
North American, 31:337.—Lowth's Hebrew Poetry.
North American, 105:682.—McClintock's Cyclopædia and Smith's Dictionary of the Bible.
North American, 26:40.—Noyes's Translation of Job.
North American, 63:201.—Noyes's Translation of Hebrew Poetry.
North American, 162:571.—Old Testament not a Millstone.
North American, 92:250 —Tischendorf's Discoveries in the East.
North American, 102:293.—Whately's Essays on the New Testament and Ellicott's Commentaries on St. Paul's Epistles.
North American, 162:252 —A Woman's View of Christianity's Millstone.
Monist, 10:41.—The Bible.
Popular Science Monthly, 55:289.—Scientific Method and its Application to the Bible.
Review of Reviews, 16:691.—How the Bible Came Down to Us.
Scribner's Monthly, 13:521 —How do I Know What is the Bible?
Scribner's Monthly, 21:611.—How the New Testament Came Down to Us.
Scribner's Monthly, 22:293.—The Revised New Testament.

Shakespeare's Macbeth.

A SCHEME FOR REVIEW.

These are not so much interrogatories as suggestive for paragraph themes. The student phrases his theme and then builds his paragraph upon it. Such exercises are oral always, unless the unusual size of a class does not permit it.

RESULTS.—A somewhat intensive study of the masterpiece; a good drill in constructive oral expression; a salutary influence upon character.

HINT 1.—Do not consider the mode in which the character is manifested, but the combination of abstract qualities making up the individual being.

HINT 2.—Remember what is the difficulty in bringing an eagerness for truth to the investigation of questions.

1. What is the subject of Shakespeare's tragedies? Do they anywhere point to a great helper in the struggle? Does any helper come? Why?

2. Shakespeare shows that evil exists. Does he hint at its origin or final punishment?

3. He does not present any doctrine, or interpretation or remedy for evil. What, then, is the value of having only the facts presented?

4. Is this a play of the life without or the life within?

5. Does Shakespeare intimate that a loyal, noble soul can be suddenly transformed into a traitor or a murderer?

6. Can a wholly good man be the hero of a tragedy? Why?

7. Had Macbeth aptitudes for goodness as well as evil when the play opens?

Were the events of this play in the earlier part such as should encourage evil or encourage goodness?

8. Had he ever any real fidelity to goodness or only a seeming one?

9. With whom did the thought of murder originate? Show it.

10. Do the witches deprave or develop the characters they act upon in the play? Prove, if you can.

11. Did they put into Macbeth's mind the thought of becoming king or bring out what was already there? Prove.

12. Was his wife an aid or hindrance to his plan? Was she for her day what the world of to-day asks a wife to be, a "helpmeet"?

13. What forces operated to draw Macbeth away from the murder?

14. Is his final courage personal, constitutional, or the result of desperation?

15. If Macbeth had been a ruffian without qualms of conscience, would Lady Macbeth have done as she did?

16. How does Shakspeare discriminate between masculine and feminine courage? See Mrs. Jameson.

17. Which is the more dreadful in this play—action or reaction?

18. Why does Lady Macbeth take the daggers back? Why faint?

19. What witches said "Hail" to her? Did any dagger point the way? Does she ever waver? Does she show remorse in any wakeful moment? When does the past overcome her? Would we be satisfied in this play without a revelation of her remorse? Why reveal it by a night-walking scene? Why not let her give the secret to a lady friend? What power could have controlled a mind like Lady Macbeth's?

20. The best lessons the play teaches?

Latin.

Requirements, Credits and Extent of the Course.

No preparation is required for entrance into the classes beginning Latin other than the general requirements for admission into the School. Four years of Latin work are offered; three years are required for the completion of the Latin course. A year is one hour per day of classroom work for forty weeks. The three years required may be the first, second, and third, or the first, second and fourth years. A certificate of special proficiency is given to students maintaining a high grade and completing the additional year. Graduates of accredited high schools, having had the usual Latin of a high-school course, are admitted to advanced standing and credited with the work of terms 1, 2, and 3, conditioned on their successfully taking 4, with 5 on completing 6, with 7 on completing 8.

The Course in Detail.

The work of the Latin department is arranged by years as follows:

First Year.—Beginning Latin, based on Lowe and Butler's Bellum Helveticum. This covers as a text for reading the thirty paragraphs of the Helvetian war. This implies thorough and systematic drill in all Latin inflections, the careful development of points of syntax as rendered necessary by the text, and supplementary drill in the writing of Latin and English sentences illustrating the vocabulary and constructions of Cæsar. The prime purpose of this year's work is to secure the ready and accurate recognition of forms and the development of the true meaning of each connected Latin sentence, *in the order in which the words are written*, by observing the significance of each variation in the forms of inflected words. Oral reading of each Latin sentence is insisted on for the formation of correct habits of Latin pronunciation.

Harpers', 105:917.—How the Bible Came Down to Us.
Nation, 61:76.—Bible as Literature.
Nineteenth Century, 45:646.—English Bible from Henry the
the First.
North American, 88:184.—Bible Revision.
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Second Year.—Cæsar's Gallic Wars, seven books. The first twenty weeks the class read three to four books with supplementary prose composition from Riggs's *In Latinum*, based on Cæsar. The specific purpose of this term's work is to secure fluency and accuracy in connected reading, and the emphasis of the drill is placed upon points of syntax, particularly all case constructions, the constructions of the indirect discourse, and the various uses of the subjunctive. The ideal in preparation is to let no sentence pass without an exact appreciation of the syntactical relations of every word. The ideal in translation is to render into idiomatic English the Latin sentence and yet to preserve as far as possible the Latin order, and to reproduce the Latin construction wherever consistent with the English edition. Frequent references are given to Bennett's Grammar. In the second term of the second year the fifth, sixth and seventh books of the Gallic Wars are read rapidly, much of it at sight. This work is accompanied by systematic study of the grammar and the grouping for classification and comparison of the various grammatical constructions in each book. As the students taking this course are usually more mature than the average high school students, this term's work is accompanied by a presentation of Latin methods, emphasizing the fine point of approach to each subject of drill on the part of the Latin teacher. Attention is also given to the historical and geographical setting of the commentaries.

Third year.—Cicero, six to seven orations, with supplementary work. The fifth term's work includes the four orations against Catiline, with the life of Cicero, and such study of the historic setting as is necessary to an understanding of the orations. The same methods of grammatical study as before are continued, with particular drill on the conditional sentence. Riggs's *In Latinum*, based on Cicero, is used for prose composition. The sixth term is given to the study of selected orations, usually the orations for the poet Archias and the Manilian Law, with particular study of the Latin period and the rhetorical effect of Cicero's choice of the order of words. This is usually followed by a ten-weeks course in Roman political institutions.

Fou·th year.—Virgil's Æneid is studied for thirty weeks. Ten weeks is devoted to the study of Latin and Greek literature, particularly as connected with the Trojan story. The work in Virgil emphasizes discrimination in the meaning and use of Latin words, rhetorical figures, grammatical constructions peculiar to poetry, prosody, and the biography, literature and mythology suggested by the text. The special work in classic literature is intended to broaden the field by the reading of good translations for which the work in Virgil is an introduction.

Purpose and Methods of Study.—The general purpose of the Latin work for discipline and culture and the methods of teaching and study have perhaps been sufficiently indicated in the foregoing details of the course. The work covered so far as the books read are concerned is that of the average high school, but with the more mature Normal student the work is intensive, and the methods are materially modified by the attitude of the pupils toward the subject as intending teachers. This is particularly true in the first year in the frequent application of Latin construction to the principles of English grammar, and in the special work of the second term in each of the following years; the second year emphasizing methods of study and presentation from the grammatical, the third from the historical, and the fourth from the literary side.

Lists of Helps.—Following is a partial list of books used for reference and supplementary reading: Cæsar, Cicero, and Virgil, in the series of Ancient Classics for English Readers; Lives of Cæsar, by Forde, Dodge, Napoleon III; Lives of Cicero, by Forsythe, Trollope, Davitson; Life and Letters of Cicero, by

Jeans; The Conspiracy of Catiline, by Sallust; Roman Constitutional History, by Granrud; Classic Myths, by Gayley; Myths of Greece and Rome, by Guerber; Age of Fable, by Bullfinch; Life of the Greeks and Romans, by Guhl and Kohner; Private Life of the Romans, by Johnson; Private Life of the Romans, by Preston and Dodge; Roman Poets of the Augustan Age, by Sellar; The Country of Horace and Virgil, by Boissier; Latin Poetry, by Tyrrell; Standard Translations of the Iliad, the Odyssey, the Metamorphoses of Ovid, the Dramas of Æschylus, Euripides, and Sophocles; Histories of Latin Literature, by Cruttwell, Simcox, Teuffel, and Schwabe; History of Greek Literature, by Jeans; Classical Dictionaries of Anthon, by Smith and Harper; Ancient Lives of Virgil, by Nettleship; Three Pronunciations of Latin, by Fisher; The Pronunciation of Latin, by Lord; Helps to the Study of Preparatory Latin, by Harrington; Greek and Roman Mythology, by Harrington and Tolman; The Teaching of Latin and Greek, by Bennett and Bristol.

American History, Parliamentary and Civil Law.

PREPARATION.—The work in this department is to be taken upon the completion of United States history and civil law, sufficient for a second-grade county certificate.

SUBDIVISIONS OF THE SUBJECT.—(1) The first half is devoted to a careful study of the history of our country, colonial and constitutional. Ten weeks. (2) The second half is centered about the study of the constitution as an instrument of government. Parliamentary procedure is included. Ten weeks.

CALENDAR.—Classes in both halves are conducted each term of the school year.

METHODS OF STUDY.—1. Text-book assignments are supplemented by library references. Only those features of colonial history are chosen which would best illustrate the development of institutional life and furnish the groundwork for a thorough understanding of the formation of the constitution. No attempt is made to compass all the details of colonial history. The European governmental situation is drawn upon to throw light upon the processes of development in America. The constitution is presented as the crowning work of the long years of experiences through which the colonies evolved a form of government most adapted to their characteristics.

2. In the constitutional period, emphasis is placed upon those events which show the progress of life under this constitution. The economic, financial, political, governmental and international phases receive due attention.

3. In civil law, a careful study of government in general is followed by a thorough analysis of the various parts of the constitution, to ascertain the exact meaning, the historic origin and the practical application of each.

4. The parliamentary law work furnishes an opportunity to become familiar with the general principles of practice in regular deliberative bodies.

SPECIAL OBJECT OF THE COURSE.—(1) The acquisition of the historic sense. (2) The acquisition of a working knowledge of our governmental processes. (3) The ability to see a point and to express it. (4) The ability to arrive at a conclusion by logical means. (5) The development of a sane, practical patriotism, based upon clean citizenship and a keen sense of personal responsibility.

BOOK LIST.

HISTORY—*Texts:*

Channing—Students' History of the United States.
Fiske—History of the United States.
Larned—History of the United States.

McDonald—History of the United States.
McLaughlin—History of the American Nation.
McMaster—History of the United States.
Montgomery—Student's American History.
Thomas—History of the United States.

General Reference:

Adams—History of the United States. 9 vols.
American Commonwealth Series:
Browne—Maryland.
Cooke—Virginia.
Dunn—Indiana.
Johnston—Connecticut.
Roberts—New York.
Robinson—Vermont.
American History Leaflets.
American History Series:
Burgess—The Middle Period.
The Civil War and the Constitution. 2 vols.
Reconstruction and the Constitution.
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Hart—American History as Told by Contemporaries. 4 vols.
Source-book of American History.
Headley—Ericsson.
Farragut.
Grant.
Mitchell.
Sheridan.
Sherman.
Helper—The Impending Crisis.
Higginson—History of the United States.
Hildreth—History of America. 6 vols.
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Parkman—Conspiracy of Pontiac. 2 vols.
Count Frontenac.
Half Century of Conflict. 2 vols.

Jesuits in North America.
La Salle.
Montcalm and Wolfe. 2 vols.
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Pioneers of France in New World.
Parton—Jefferson.
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Prescott—Conquest of Mexico. 3 vols.
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Scott—Development of Constitutional Liberty.
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Thorpe—Constitutional History of the American People. 2 vols.
Washington—Writings. 14 vols.
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Wilson—Rise and Fall of the Slave Power. 3 vols.
Wilson—History of the American People. 5 vols.
Winsor—Narrative and Critical History. 8 vols.
Woolsey—International Law.

Methods:

Bourne—Teaching of History and Civics.
Channing and Hart—Guide to Study of American History.
Hall—Methods of Teaching and Studying History.
Hinsdale—How to Study and Teach History.
McMurry—Special Method in History.
Mase—Method in History.
Seven, Committee of—Study of History in Secondary Schools.

PARLIAMENTARY LAW:

Robert—Rules of Order.
Fox—Parliamentary Usage.

CIVIL LAW:

Alton—Among the Lawmakers.
Ashley—The Federal State.
Austin—Uncle Sam's Secrets.
Uncle Sam's Soldiers.
Boutwell—Constitution of the United States at the End of the First Centu
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Cooley—Principles of Constitutional Law.
Curtis—History of the Constitution of the United States. 2 vols.
Desty—The Federal Constitution.
Fisher—The Evolution of the Constitution.
Follett—The Speaker of the House of Representatives.
Harrison—This Country of Ours.

t—Actual Government.
sdale—The American Government.
ogg and Taylor—Government of the State and Nation.
Donachie—Congressional Committees.
loughby—Rights and Duties of American Citizenship.
son—The State.

English History.

s list of library books is available for the use of the department.

AUTHOR TITLE LIST, WITH PUBLISHER AND PRICE.

)	M83a	Age of Anne. Morris, E. E.	Scribner,	$1 00
)	C86a	Age of Elizabeth. Creighton, M	Longmans,	1 00
	Ai7e	Airy, O. English Restoration and Louis XIV	Scribner,	1 00
	AL53	Allen, F. J. Topical outline of English history	Heath,	40
	AL5	Allen, Grant. Early Britain—Anglo-Saxon Britain	Young,	1 00
	AL5r	Allen, W. F. Reader's guide to English History	Ginn	25
	AL5	Anglo-Saxon Britain. Allen, Grant	Young,	1 00
	Ar5	Armitage, Ella S. Childhood of the English nation	Longmans,	80
	Au17	Aubrey, W. H. S. Rise and growth of the English nation	Appleton,	4 50
	Sco86	(The) betrothed. Scott, Sir Walter	Rand,	75
	B57	Blaisdell, A. F. Stories from English history	Ginn,	40
	B76	Bright, J. F. History of England, 4 vols	Longmans,	6 75
	M12b	Britanno-Roman inscriptions. McCaul, J., Rousell, H., Lond.		
	B93	Burns, J. J. Story of English kings according to Shakespeare	Appleton,	1 00
	C13	Callcott, Lady. History of England	Crowell,	1 25
	W93	(The) Celt, the Roman, and the Saxon. Wright, T	Hall, Lond.,	3 15
	C42	Cheney, E. P. Introduction to the industrial and social history of England	Macmillan,	1 40
	Ar5	Childhood of the English nation. Armitage, E. S	Longmans,	80
	W67	Chronicle of the kings of England. William of Malmesbury	Macmillan,	1 50
	C47	Church, A. J. Stories from English history	Macmillan,	1 25
	C67s	Colby, C. W. Selections from the sources of English history	Longmans,	1 50
	J49c	Coming of the friars. Jessopp, Augustus	Unwin, Lond.,	1 25
	C86e	Creighton, Mrs. L. (S.). England a continental power	Harper,	40
5	C86a	Creighton, M. Age of Elizabeth	Longmans,	1 00
	L95d ref	Dictionary of English History. Low and Pulling (eds.)	Cassell,	2 50

942.07	M83e	Early Hanoverians. Morris, E. E.	Scribner,	$1 00
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942	G82s	Green, J. R. Short history of the English people	Am. Bk. Co.,	1 20
j942	G93h	Guerber, H. A. Story of the English	Am. Bk. Co.,	65
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942.08	L34e	Latimer, E. England in the nineteenth century	McClurg,	2 00
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Harpers', 105:917.—How the Bible Came Down to Us.
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North American, 88:184.—Bible Revision.
North American, 161:703.—Christianity's Millstone.
North American, 14:51.—Dissertations on the Importance and the Best Method of Studying the Original Language of the Bible.
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North American, 105:682.—McClintock's Cyclopædia and Smith's Dictionary of the Bible.
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North American, 162:252 —A Woman's View of Christianity's Millstone.
Monist, 10:41.—The Bible.
Popular Science Monthly, 55:289.—Scientific Method and its Application to the Bible.
Review of Reviews, 16:691.—How the Bible Came Down to Us.
Scribner's Monthly, 13:521 —How do I Know What is the Bible?
Scribner's Monthly, 21:611.—How the New Testament Came Down to Us.
Scribner's Monthly, 22:293.—The Revised New Testament.

Shakespeare's Macbeth.

A SCHEME FOR REVIEW.

These are not so much interrogatories as suggestive for paragraph themes. The student phrases his theme and then builds his paragraph upon it. Such exercises are oral always, unless the unusual size of a class does not permit it.

RESULTS.—A somewhat intensive study of the masterpiece; a good drill in constructive oral expression; a salutary influence upon character.

HINT 1.—Do not consider the mode in which the character is manifested, but the combination of abstract qualities making up the individual being.

HINT 2.—Remember what is the difficulty in bringing an eagerness for truth to the investigation of questions.

1. What is the subject of Shakespeare's tragedies? Do they anywhere point to a great helper in the struggle? Does any helper come? Why?

2. Shakespeare shows that evil exists. Does he hint at its origin or final punishment?

3. He does not present any doctrine, or interpretation or remedy for evil. What, then, is the value of having only the facts presented?

4. Is this a play of the life without or the life within?

5. Does Shakespeare intimate that a loyal, noble soul can be suddenly transformed into a traitor or a murderer?

6. Can a wholly good man be the hero of a tragedy? Why?

7. Had Macbeth aptitudes for goodness as well as evil when the play opens?

Were the events of this play in the earlier part such as should encourage evil or encourage goodness?

8. Had he ever any real fidelity to goodness or only a seeming one?

9. With whom did the thought of murder originate? Show it.

10. Do the witches deprave or develop the characters they act upon in the play? Prove, if you can.

11. Did they put into Macbeth's mind the thought of becoming king or bring out what was already there? Prove.

12. Was his wife an aid or hindrance to his plan? Was she for her day what the world of to-day asks a wife to be, a "helpmeet"?

13. What forces operated to draw Macbeth away from the murder?

14. Is his final courage personal, constitutional, or the result of desperation?

15. If Macbeth had been a ruffian without qualms of conscience, would Lady Macbeth have done as she did?

16. How does Shakspeare discriminate between masculine and feminine courage? See Mrs. Jameson.

17. Which is the more dreadful in this play—action or reaction?

18. Why does Lady Macbeth take the daggers back? Why faint?

19. What witches said "Hail" to her? Did any dagger point the way? Does she ever waver? Does she show remorse in any wakeful moment? When does the past overcome her? Would we be satisfied in this play without a revelation of her remorse? Why reveal it by a night-walking scene? Why not let her give the secret to a lady friend? What power could have controlled a mind like Lady Macbeth's?

20. The best lessons the play teaches?

Latin.

Requirements, Credits and Extent of the Course.

No preparation is required for entrance into the classes beginning Latin other than the general requirements for admission into the School. Four years of Latin work are offered; three years are required for the completion of the Latin course. A year is one hour per day of classroom work for forty weeks. The three years required may be the first, second, and third, or the first, second and fourth years. A certificate of special proficiency is given to students maintaining a high grade and completing the additional year. Graduates of accredited high schools, having had the usual Latin of a high-school course, are admitted to advanced standing and credited with the work of terms 1, 2, and 3, conditioned on their successfully taking 4, with 5 on completing 6, with 7 on completing 8.

The Course in Detail.

The work of the Latin department is arranged by years as follows:

First Year.—Beginning Latin, based on Lowe and Butler's Bellum Helvetium. This covers as a text for reading the thirty paragraphs of the Helvetian war. This implies thorough and systematic drill in all Latin inflections, the careful development of points of syntax as rendered necessary by the text, and supplementary drill in the writing of Latin and English sentences illustrating the vocabulary and constructions of Cæsar. The prime purpose of this year's work is to secure the ready and accurate recognition of forms and the development of the true meaning of each connected Latin sentence, *in the order in which the words are written*, by observing the significance of each variation in the forms of inflected words. Oral reading of each Latin sentence is insisted on for the formation of correct habits of Latin pronunciation.

Second Year.—Cæsar's Gallic Wars, seven books. The first twenty weeks the class read three to four books with supplementary prose composition from Riggs's *In Latinum*, based on Cæsar. The specific purpose of this term's work is to secure fluency and accuracy in connected reading, and the emphasis of the drill is placed upon points of syntax, particularly all case constructions, the constructions of the indirect discourse, and the various uses of the subjunctive. The ideal in preparation is to let no sentence pass without an exact appreciation of the syntactical relations of every word. The ideal in translation is to render into idiomatic English the Latin sentence and yet to preserve as far as possible the Latin order, and to reproduce the Latin construction wherever consistent with the English edition. Frequent references are given to Bennett's Grammar. In the second term of the second year the fifth, sixth and seventh books of the Gallic Wars are read rapidly, much of it at sight. This work is accompanied by systematic study of the grammar and the grouping for classification and comparison of the various grammatical constructions in each book. As the students taking this course are usually more mature than the average high school students, this term's work is accompanied by a presentation of Latin methods, emphasizing the fine point of approach to each subject of drill on the part of the Latin teacher. Attention is also given to the historical and geographical setting of the commentaries.

Third year.—Cicero, six to seven orations, with supplementary work. The fifth term's work includes the four orations against Catiline, with the life of Cicero, and such study of the historic setting as is necessary to an understanding of the orations. The same methods of grammatical study as before are continued, with particular drill on the conditional sentence. Riggs's *In Latinum*, based on Cicero, is used for prose composition. The sixth term is given to the study of selected orations, usually the orations for the poet Archias and the Manilian Law, with particular study of the Latin period and the rhetorical effect of Cicero's choice of the order of words. This is usually followed by a ten-weeks course in Roman political institutions.

Fou·th year.—Virgil's Æneid is studied for thirty weeks. Ten weeks is devoted to the study of Latin and Greek literature, particularly as connected with the Trojan story. The work in Virgil emphasizes discrimination in the meaning and use of Latin words, rhetorical figures, grammatical constructions peculiar to poetry, prosody, and the biography, literature and mythology suggested by the text. The special work in classic literature is intended to broaden the field by the reading of good translations for which the work in Virgil is an introduction.

Purpose and Methods of Study.—The general purpose of the Latin work for discipline and culture and the methods of teaching and study have perhaps been sufficiently indicated in the foregoing details of the course. The work covered so far as the books read are concerned is that of the average high school, but with the more mature Normal student the work is intensive, and the methods are materially modified by the attitude of the pupils toward the subject as intending teachers. This is particularly true in the first year in the frequent application of Latin construction to the principles of English grammar, and in the special work of the second term in each of the following years; the second year emphasizing methods of study and presentation from the grammatical, the third from the historical, and the fourth from the literary side.

Lists of Helps.—Following is a partial list of books used for reference and supplementary reading: Cæsar, Cicero, and Virgil, in the series of Ancient Classics for English Readers; Lives of Cæsar, by Forde, Dodge, Napoleon III; Lives of Cicero, by Forsythe, Trollope, Davitson; Life and Letters of Cicero, by

Jeans; The Conspiracy of Catiline, by Sallust; Roman Constitutional History, by Granrud; Classic Myths, by Gayley; Myths of Greece and Rome, by Guerber; Age of Fable, by Bullfinch; Life of the Greeks and Romans, by Guhl and Kohner; Private Life of the Romans, by Johnson; Private Life of the Romans, by Preston and Dodge; Roman Poets of the Augustan Age, by Sellar; The Country of Horace and Virgil, by Boissier; Latin Poetry, by Tyrrell; Standard Translations of the Iliad, the Odyssey, the Metamorphoses of Ovid, the Dramas of Æschylus, Euripides, and Sophocles; Histories of Latin Literature, by Cruttwell, Simcox, Teuffel, and Schwabe; History of Greek Literature, by Jeans; Classical Dictionaries of Anthon, by Smith and Harper; Ancient Lives of Virgil, by Nettleship; Three Pronunciations of Latin, by Fisher; The Pronunciation of Latin, by Lord; Helps to the Study of Preparatory Latin, by Harrington; Greek and Roman Mythology, by Harrington and Tolman; The Teaching of Latin and Greek, by Bennett and Bristol.

American History, Parliamentary and Civil Law.

PREPARATION.—The work in this department is to be taken upon the completion of United States history and civil law, sufficient for a second-grade county certificate.

SUBDIVISIONS OF THE SUBJECT.—(1) The first half is devoted to a careful study of the history of our country, colonial and constitutional. Ten weeks. (2) The second half is centered about the study of the constitution as an instrument of government. Parliamentary procedure is included. Ten weeks.

CALENDAR.—Classes in both halves are conducted each term of the school year.

METHODS OF STUDY.—1. Text-book assignments are supplemented by library references. Only those features of colonial history are chosen which would best illustrate the development of institutional life and furnish the groundwork for a thorough understanding of the formation of the constitution. No attempt is made to compass all the details of colonial history. The European governmental situation is drawn upon to throw light upon the processes of development in America. The constitution is presented as the crowning work of the long years of experiences through which the colonies evolved a form of government most adapted to their characteristics.

2. In the constitutional period, emphasis is placed upon those events which show the progress of life under this constitution. The economic, financial, political, governmental and international phases receive due attention.

3. In civil law, a careful study of government in general is followed by a thorough analysis of the various parts of the constitution, to ascertain the exact meaning, the historic origin and the practical application of each.

4. The parliamentary law work furnishes an opportunity to become familiar with the general principles of practice in regular deliberative bodies.

SPECIAL OBJECT OF THE COURSE.—(1) The acquisition of the historic sense. (2) The acquisition of a working knowledge of our governmental processes. (3) The ability to see a point and to express it. (4) The ability to arrive at a conclusion by logical means. (5) The development of a sane, practical patriotism, based upon clean citizenship and a keen sense of personal responsibility.

BOOK LIST.

HISTORY—*Texts:*

Channing—Students' History of the United States.
Fiske—History of the United States.
Larned—History of the United States.

McDonald—History of the United States.
McLaughlin—History of the American Nation.
McMaster—History of the United States.
Montgomery—Student's American History.
Thomas—History of the United States.

General Reference:

Adams—History of the United States. 9 vols.
American Commonwealth Series:
Browne—Maryland.
Cooke—Virginia.
Dunn—Indiana.
Johnston—Connecticut.
Roberts—New York.
Robinson—Vermont.
American History Leaflets.
American History Series:
Burgess—The Middle Period.
The Civil War and the Constitution. 2 vols.
Reconstruction and the Constitution.
Fisher—The Colonial Era.
Sloane—The French War and the Revolution.
Walker—The Making of the Nation.
American Statesmen Series:
Adams—Randolph.
Gay—Madison.
Gilman—Monroe.
Hart—Chase.
Holst, H. von—Calhoun.
Hosmer—Samuel Adams.
Lodge—Hamilton.
Washington.
Webster.
Lothrop—Seward.
Magruder—Marshall.
McLaughlin—Cass.
Morse—John Adams.
John Quincy Adams.
Franklin.
Jefferson.
Lincoln. 2 vols.
Pellew—Jay.
Roosevelt—Gouverneur Morris.
Benton.
Schurz—Clay. 2 vols.
Shepard—Van Buren.
Stevens—Gallatin.
Storey—Sumner.
Sumner—Jackson.
Tyler—Patrick Henry.
Bancroft—History of the United States. 6 vols.
Benton—Thirty Years' View. 2 vols.
Blaine—Twenty Years of Congress. 2 vols.

Callahan—Diplomatic History of the Southern Confederacy.
Carpenter—Six Months in the White House.
Curtis—The United States and Foreign Powers.
Buchanan. 2 vols.
Davis—Confederate Government. 2 vols.
Doyle—English in America. 3 vols.
Draper—History of American Civil War. 3 vols.
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The Transit of Civilization.
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Old Virginia and Her Neighbors.
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Frothingham—Rise of the Republic of the United States.
Grant—Memoirs. 2 vols.
Greeley—The American Conflict. 2 vols.
Harris—The Trent Affair.
Hart—American History as Told by Contemporaries. 4 vols.
Source-book of American History.
Headley—Ericsson.
Farragut.
Grant.
Mitchell.
Sheridan.
Sherman.
Helper—The Impending Crisis.
Higginson—History of the United States.
Hildreth—History of America. 6 vols.
Hill—Liberty Documents.
Hinsdale—Old Northwest.
Holst, H. von—Constitutional History of the United States. 8 vols.
Jefferson—Works. 9 vols.
Julian—Political Recollections.
Lalor—Political Cyclopedia. 3 vols.
Lodge—English Colonies in America.
Logan—The Great Conspiracy.
MacDonald—Select Charters and other Documents. 2 vols.
MacMaster—History of the People of the United States. 7 vols.
Mahan—Influence of Sea Power on History.
Nicolay and Hay—Lincoln. 10 vols.
Old South Leaflets.
Palfrey—History of New England. 2 vols.
Parkman—Conspiracy of Pontiac. 2 vols.
Count Frontenac.
Half Century of Conflict. 2 vols.

Jesuits in North America.
La Salle.
Montcalm and Wolfe. 2 vols.
Old Régimé in Canada.
Pioneers of France in New World.
Parton—Jefferson.
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Poore—Charters and Constitutions.
Porter—Outlines of Constitutional History.
Prescott—Conquest of Mexico. 3 vols.
Rhodes—History of United States since 1850. 4 vols.
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Schuyler—American Diplomacy.
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Stevens—Sources of the Constitution.
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Winsor—Narrative and Critical History. 8 vols.
Woolsey—International Law.

Methods:

Bourne—Teaching of History and Civics.
Channing and Hart—Guide to Study of American History.
Hall—Methods of Teaching and Studying History.
Hinsdale—How to Study and Teach History.
McMurry—Special Method in History.
Mase—Method in History.
Seven, Committee of—Study of History in Secondary Schools.

PARLIAMENTARY LAW:

Robert—Rules of Order.
Fox—Parliamentary Usage.

CIVIL LAW:

Alton—Among the Lawmakers.
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sdale—The American Government.
logg and Taylor—Government of the State and Nation.
Conachie—Congressional Committees.
loughby—Rights and Duties of American Citizenship.
son—The State.

English History.

s list of library books is available for the use of the department.

AUTHOR TITLE LIST, WITH PUBLISHER AND PRICE.

)	M83a	Age of Anne. Morris, E. E.	Scribner,	$1 00
)	C86a	Age of Elizabeth. Creighton, M	Longmans,	1 00
	Ai7e	Airy, O. English Restoration and Louis XIV	Scribner,	1 00
	AL53	Allen, F. J. Topical outline of English history	Heath,	40
	AL5	Allen, Grant. Early Britain—Anglo-Saxon Britain	Young,	1 00
	AL5r	Allen, W. F. Reader's guide to English History	Ginn	25
	AL5	Anglo-Saxon Britain. Allen, Grant	Young,	1 00
	Ar5	Armitage, Ella S. Childhood of the English nation	Longmans,	80
	Au17	Aubrey, W. H. S. Rise and growth of the English nation	Appleton,	4 50
	Sco86	(The) betrothed. Scott, Sir Walter	Rand,	75
	B57	Blaisdell, A. F. Stories from English history	Ginn,	40
	B76	Bright, J. F. History of England, 4 vols.	Longmans,	6 75
	M12b	Britanno-Roman inscriptions. McCaul, J.,	Rousell, H., Lond.	
	B93	Burns, J. J. Story of English kings according to Shakespeare	Appleton,	1 00
	C13	Callcott, Lady. History of England	Crowell,	1 25
	W93	(The) Celt, the Roman, and the Saxon. Wright, T	Hall, Lond.,	3 15
	C42	Cheney, E. P. Introduction to the industrial and social history of England	Macmillan,	1 40
	Ar5	Childhood of the English nation. Armitage, E. S	Longmans,	80
	W67	Chronicle of the kings of England. William of Malmesbury	Macmillan,	1 50
	C47	Church, A. J. Stories from English history	Macmillan,	1 25
	C67s	Colby, C. W. Selections from the sources of English history	Longmans,	1 50
	J49c	Coming of the friars. Jessopp, Augustus	Unwin, Lond.,	1 25
	C86e	Creighton, Mrs. L. (S.). England a continental power	Harper,	40
5	C86a	Creighton, M. Age of Elizabeth	Longmans,	1 00
	L95d ref	Dictionary of English History. Low and Pulling (eds.)	Cassell,	2 50

942.07	M83e	Early Hanoverians. Morris, E. E.	Scribner,	$1 00
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;	T65y	Towle, G. M. Young people's history of Ireland	Lee,	1 00
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37	W19e	Warburton, W. Edward III	Scribner,	1 00
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1	W93	Wright, T. The Celt, the Roman, and the Saxon	Hall, Lond.,	3 15
	Y8y	Yonge, C. M. Young folks' history of England	Lothrop,	1 50
	Y8y	Young folks' history of England. Yonge, C. M	Lothrop,	1 50
;	T65y	Young people's history of Ireland. Towle, G. M	Lee,	1 00

Music Department.

General Plan.

In September, 1905, the Department of Music will enter upon the thirteenth year of its work as based upon the conservatory idea. It is prepared to furnish the young people of Kansas and other states with what will be most useful to them in musical training, and at the same time help them toward the acquirement of a rounded education—*utilitarian*, if they wish to be teachers of music, *artistic*, if the desire is for esthetic culture.

The department offers several courses: A kindergarten course, for very young children; a juvenile course, planned for children of from six to twelve years of age, and of such nature as to ground the pupil in the science, while at the same time arousing a permanent interest in the art; a preparatory course, for adults who have had little or no previous study; a professional or artists' course, consisting of four years in piano, voice culture, or violin, and leading to graduation; a school-music course, consisting of two years, preparing the candidate to teach and supervise music in the public schools.

Promotions in these courses are made as often as the interests of the pupil demand. The length of time necessary for the completion of the full course depends entirely upon the pupil's diligence, regularity, and zeal, and the amount of his previously acquired knowledge.

The minimum time of study for any one applying for a diploma is two years, but in rare cases, of exceptionally high standing in all branches required, the Board of Regents may grant the diploma in one year.

The expense is not great, compared with other schools offering equal advantages.

Graduation Requirements.—Graduates in piano, voice or violin must have completed and successfully passed the final examinations in a year's course in harmony, a year's course in musical history, and a year's course in analysis of musical form.

In addition to this, graduates in piano must have one year of counterpoint and composition.

Each candidate for graduation must, during the senior year, give at least one recital, take part in the program of the annual concert, and participate in the general exercises of commencement week.

Diplomas.—The diploma of the department will be awarded to students who have satisfactorily completed the prescribed course of study in any given branch and complied with the requirements for graduation.

Voice Culture.

Each voice is treated with special reference to the individual needs in tone production, quality, and the necessary and proper breath support. Such exercises, studies and songs are used as will make the voice flexible, strong, and extended, after which phrasing and expression will be developed and the pupil familiarized with different styles.

Study during the first year embraces breathing, tone placing, articulation,

and rendition. Musical training includes the physical, intellectual and intuitional faculties. Good singing is the expression of the highest attributes of heart and intellect, using the delicately trained physical organs. After the foundation is made the education is prosecuted assiduously through vocalises (notably those of Concone, Panofka, Marchesi, and Vaccai); through songs which are useful for recital, concert, and church service; into the standard and classic works of the masters of music, like Handel, Haydn, Mendelssohn, Schumann, and Schubert; arias from the oratorios and grand operas are, in due time, given proper attention.

Chorus drill and the proper preparation for taking advanced solo positions are at the service of the students of Mr. Boyle. Students are given individual attention. Mental growth, commanding physical expression, inspires all students.

PIANO STUDIO.

Course of Study.

First year.—Tone formation and voice placing by means of simple exercises (dictated), using short musical figures with different vowels, pure and modified. Study of the scales—major, minor, and chromatic. Rules for breathing and their practical application; Concone's Studies; Exercises Elementaires, Marchesi; vocalises by Vaccai, Sieber, and others; easy songs of Hawley, Foote, etc.

Second year.—Daily exercises (dictated), continued; scale study, continued; exercises in staccato, martellato, and slow trill; Concone's twenty-five lessons; Marchesi, op. 3; Bordogni's twelve vocalises; songs suited to the grade, selected from the best American, English and Italian writers.

Third year.—Daily vocal exercises, continued; further development of scales, trill, and groupette; Concone's fifteen exercises; Marchesi, op. 4, and twelve exercises for style; songs of Franz, Schumann, Schubert, Mendelssohn, Rubenstein, and others; arias from opera and oratorio.

Fourth year.—Résumé of previous work; advanced studies for agility; Lamperti's Bravura Exercises; Etudes of Bordogni; An Hour of Study, vol. II, Viardot; study of music by the old German, French, Italian and English masters; oratorio singing, continued.

Sight Singing and Chorus Classes.—The sight singing and chorus classes are under the direction of Professor Boyle, who has had extended experience in choir, chorus and Chautauqua music, and is thus enabled to make the work practical and profitable. The importance of acquiring the ability to read music at sight cannot be too strongly urged upon those who desire to lay the proper foundation for a musical education.

The Euridice Club is composed of young women of the institution, who meet regularly for the practice of part songs and choruses.

The Orpheus Club is composed of young men, who also meet regularly each week, to study glees and standard works for male voices. These clubs are open to all students who have attained the requisite degree of proficiency. Their frequent appearance in concert, both separately and in combined chorus work, affords ample opportunity for the acquirement of skill in the rendition of vocal music.

Normal Course in Public-school Music.—This course is arranged to meet a growing demand for the preparation of persons qualified to teach and supervise music in the public schools.

First year's work includes the study of notation, scales, intervals, elements of harmony, a thorough study and analysis of the different systems used, training of children's voices, with practical drill in class teaching and management.

Second year's work consists of instruction in voice culture, harmony, and elementary work in composition, practice teaching, and attendance upon lectures and recitals.

Pianoforte.

Aim.—It is the aim of this department to give a thorough and systematic training in the understanding of music, in the art of pianoforte playing, and in the art of teaching music.

Method of foundational instruction and piano technic is simple, clear, and comprehensive, and one which will give any intelligent pupil an artistic technic in much less time than would be required by old methods. We have the authority of the leaders of advanced thought in our greatest universities in averring that all arts should be taught from a psycho-physiological basis. All arts have a common basic principle, a knowledge of which enables the instructor to awaken the intelligence, guide the thought and perfect the expressive powers of the student, by means of the most natural and, at the same time, most truly scientific methods of instruction, which are in reality simpler than empiricism; for science treats of the inherent nature of things, and such knowledge enables a pupil to know *how* to study. To learn this is the great aim of all instruction, and the teacher who brings the pupil to this state of knowledge in the shortest time is, in the truest sense, the most successful.

Instructors.—Only thoroughly competent instructors, who have received special training, are employed. They were chosen both for their natural and acquired ability, and have proved themselves to be most excellent teachers, as attested by the exceedingly satisfactory results they have attained.

Classification of Instruction.

I. *Preparatory*—1st and 2d grades.
II. *Intermediate*—3d and 4th grades.
III. *Advanced*—5th and 6th grades.

The course of study includes technical exercises, etudes and pieces from the best composers, both ancient and modern, the selections and instruction being varied according to the individual needs of the pupil. Many works should be studied by all, but beyond these what is essential for one student may not be necessary for another; hence no prescribed order of study is laid down, as the varied needs of a large number of students demand an elasticity in the course which precludes the possibility of an adequate statement of required work. Our plan is to adapt the instruction to personal requirements, the purpose in each case being the development of a musical touch and a refined and intelligent style of playing.

The department is open to pupils of all ages. Beginners and those not far advanced are especially welcome, as they posses few or none of the erroneous ideas and bad habits so easily formed by incorrect teaching or careless practice; they therefore receive more readily the correct fundamental principles and can, as a rule, make steady and rapid progress.

Juvenile Course.—This is a course for fundamental training, and has been planned with special reference to children. The work is simple, interesting, and varied, while such is its thoroughness that the children who have worked through it have already begun to be musicians. On completion of this they enter the regular preparatory course.

Preparatory Grades.—Here the foundation is laid for all future excellence, and a knowledge of principles involved and a capability to execute them according to requirements of the methods used must certainly be acquired before making further progress. Pupils in this department are urged to take the special course in sight reading, ear training, and time keeping.

Intermediate Grades.—In these grades work is continued on a broader basis; the pupil acquires more technical skill, and applies it to the study of pieces which are carefully selected according to his or her ability, with a view to increasing finger facility and mental control and to fostering a true musical growth.

Advanced Grades.—Here the necessary skill is developed to execute advanced and intricate technical work, and the pupil trained to apply the skill acquired to the execution of difficult compositions and to public performance. Those desiring can have practice in accompaniment work with students from the vocal and violin departments.

Sight Reading, Ear Training, Time Keeping.—Instruction is given in classes. The work is preliminary in character, yet the majority of students, even those studying advanced music, are deficient in most of these points. All such will find the discipline and training derived from this class of great advantage in their private lessons. The course can ordinarily be accomplished in one term, and is *free* to all students of the department.

Symphony Class.—The object of this class is the study of symphonies and other concerted music for experience in sight reading. The symphonies being four- and eight-hand pianoforte arrangements of the orchestral scores, students acquire a knowledge of many works not obtainable in solo form. An interesting list of music for this purpose has been selected.

Ensemble Playing.—At all stages of the work ensemble playing is required; sonatas for violin and piano trios, quartets, etc., are studied. This is a most important and interesting branch of the art, and is absolutely essential to true musicianship, as it broadens and deepens one's musical intelligence.

Course of Study.

The following list is an outline of studies, indicating the standard of technical difficulty in the various grades:

PREPARATORY.

First grade.—Course in hand culture; Virgil's Foundation Exercises; Mathew's Graded Course, bk. I; Enckhausen, op. 63, bk. I; Loeschhorn, op 65; major scales; easy sonatinas and pieces by Clementi, Kuhlau, Kullak, Gurlitt, and others; sight reading.

Second grade.—Virgil's Foundation Exercises, continued; Mathew's Graded Course, bks. II and III; Concone, op. 24; Burgmuller, op. 100; Kohler, op. 157; Heller, op. 47; minor scales, sonatinas, and pieces by classic and modern writers suited to grade; sight playing.

INTERMEDIATE.

First year.—School of Velocity, by Duvernoy, Hasert, Berens, or Czerny; selections from Loeschhorn, op. 66, bks. I and II; Krause, ops. 2 and 5; Bach's Little Preludes; Heller, ops. 46 and 45; Mason's Touch and Technic; Virgil's Exercises, continued: selections from Mendelssohn's Songs without Words; easy sonatas and pieces by Mozart, Hadyn, Clementi, etc.; practice in four-hand playing.

Second year.—Cramer's Studies (Bulow edition); Czerny, op. 740; Kohler Studies; Bach's Inventions; Turner's Octave Studies; Heller's Art of Phrasing, op. 16; sonatas and pieces from the foremost classic and modern composers; four-hand playing.

ADVANCED.

Junior year.—Clementi's Gradus ad Parnassum; Moscheles, op. 70; Kullak's Octave Studies; selections from Bach's Well-tempered Clavichord; sonatas and other solo works from Beethoven, Schubert, Schumann, Chopin, and other standard composers; ensemble playing.

Senior year.—Selections from Chopin's Etudes, Henselt, Liszt, etc., with sonatas and solo works of greater difficulty from the classic and best recent composers; concertos from Beethoven, Mozart, Mendelssohn, etc.; ability to prepare and give a public recital during the year.

Stringed Instruments.

Violin.

Instruction in this department is based upon the conservatory method, and offers excellent advantages to those who desire to gain a broad and intelligent knowledge of the instrument. Tone, technic and style are made important factors, and every means is used to make the pupil an artistic and intelligent performer in the shortest time possible. Opportunity is given for ensemble playing in string quartets, duos, trios, etc., with piano, ranging from simple compositions to the master works of the classical and modern schools.

The Orchestra and Mandolin Club, under direction of Mr. Blair, have won *very favorable* comment, and give to pupils of the string department excellent *drill in ensemble work.*

COURSE OF STUDY.

First and second grades.—Easy studies and pieces in the first position, the diatonic scale embellishments, etc. The examination at the end of the second grade is given on Pleyel's duets; studies by Weiss; Hering, op. 20; Kayser, op. 37, parts I, II, III; duets from Dancla, ops, 23, 32, 60, 24, etc.

Third grade —Studies in the second and third positions, including Kayser, op. 37, parts IV, V, VI; op. 20, parts I, II, III; Dont, op. 37; and two of Dancla's Airs Varies. Orchestra work is introduced in this grade.

Fourth grade.—Mazas, op. 36, parts I, II, III; Viotti, ops. 9, 25, 34, 35; Kreutzer's forty-two studies. These studies embrace all the positions. The work of this grade is supplemented with De Beriot's Airs and sight reading of first- and second-violin parts.

Fifth and sixth grades.—Schradeick's scale studies and Technical Violin-school, parts I, II, III; Rode's twenty-four caprices, op. 22; Prume's VI Etudes de Concert, op. 14; Bach's VI Sonatas; Beethoven's Sonatas; studies by David, concertos by Spohr and Mendelsshon, and selections by Vieuxtemps, Wieniawski, and others. The studies in all grades will be selected and adapted to the needs of the pupil.

Violoncello.

The course in violoncello includes studies by Kummer; Etudes, op. 16, 21, 24, by Nolck; Goltermann's and Grutzmacher's Transcriptions, and varied forms of ensemble work.

Mandolin and Guitar.

The work in mandolin is based on Cristefaro's system, and the guitar upon Carcassi's, with ample supplementary studies for each.

Theory and History of Music.

Harmony.—The advantages accruing from a knowledge of harmony are not sufficiently understood except by those who are ambitious to compose. Every singer, performer, teacher and critic is benefited in knowing the principles of chord succession, harmonization, etc. As an aid to sight reading and intelligent memorizing, a knowledge of harmony is indispensable, for it enables one to anticipate a considerable portion of music by being familiar with the notation, resolution and progression of chords in general.

Harmony being the *grammar* of music, it is essential that all who study seriously, whether as amateur or professional, should become familiar with the subject. It consists of a thorough understanding of scales, major and minor; intervals; triads and chords of the seventh in the different forms; modulation; chromatically altered chords; suspensions; auxiliary notes; organ-point; harmonizing of melodies; also basses, figured and unfigured.

Counterpoint and Composition.—In addition to the year's work in harmony, a year's work in counterpoint and composition is required of all candidates for graduation in piano.

Analysis of Musical Form.—This course treats of rhythm, accent, thematic treatment, etc., with analysis of musical forms, interpretation, orchestration, and the various orchestral effects.

It is the design of this class to help students to acquire, through careful study and analysis, a thorough and clear understanding of the foundational structure of music. Pupils are led to understand how music is built up; how one *part grows naturally out of another*; how from the germ of a simple theme the

mighty structure of the sonata or symphony has been evolved. This knowledge is indispensable to the cultured musician. Schumann says: "Only when the form grows clear to you will the spirit become so too."

Musical History and Biography.—The history of the growth and development of music as an art, as well as a knowledge of the classic composers, their lives and achievements, are subjects too frequently neglected by students, who do not realize that more is expected of a cultured musician than simply the ability to play or sing well. This class does not confine its attention merely to a text-book, as the attempt to learn a subject by means of a single book—the text-book method—finds no favor nowadays among educators; but with lectures, essays and musical illustrations a most interesting and instructive course is followed.

Special Advantages.

The Music Society.—In order that the students may have an opportunity to increase their knowledge of music and musical literature, to afford them assistance in acquiring confidence and self-control, and to keep them in touch with the current topics in the world of music, we have organized the Music Society, which is composed entirely of students of the department, and meets each Friday night in Albert Taylor hall. The facilities of this auditorium are unequaled. Being well ventilated, beautifully decorated, and amply capacious, it is admirably adapted for any form of concert or recital work.

One of the principal aims of a musician should be to give pleasure to others, and in order to do this he must be self-possessed enough to be able to put his whole soul into the interpretation of the piece, for he cannot make others feel what he does not feel himself. Nowhere could he find an audience so sympathetic if he fails, or so appreciative if he does well, as in a company of students all of whom have to take their turn. As the teachers of each department know when a member has something to play, there are no excuses for not taking part, and there are very few who are not glad to strengthen themselves every time they have the opportunity. Here the students have an excellent opportunity to enlarge their musical conception and power of expression by comparing the interpretations different members of the class give to the same selection.

After the musical part of the program is over, discussions on various phases of the work, interesting bits of news from the great musical world and helpful quotations are in order, and this part of the program is, in its way, as beneficial as the first. The programs and all work of the society are under the personal direction of the members of the faculty.

This feature of the work gives a strength, finish and repose to pupils that can be obtained in no other way.

Lectures.—An interesting course of lectures will be delivered on subjects directly or indirectly connected with the branches included in the musical curriculum, such as psychology, vocal physiology, acoustics (with experiments), musical history, esthetics of music, musical forms (both instrumental and vocal), etc.

General Information.

The school year is divided into four terms of nine weeks each. A summer term of nine weeks is provided for those who cannot attend during the regular school year or who wish to make up work preparatory to graduation.

All term bills are payable strictly in advance, at the beginning of each term for the whole term.

Students leaving or discontinuing lessons during the term time forfeit all payments, *except in case of protracted illness*, in which case the balance will be allowed upon a subsequent term, or half the loss will be borne by the department. Such credit will date from the time of receipt of notice.

All lessons lost by the absence or tardiness of the pupil will be the pupil's loss, unless reasonable previous notice of the expected absence is given, in which case the lessons will be made up WITHIN THE TERM ONLY.

On the payment of their bills, students will receive a card admitting them to a given course of lessons, and no person will be permitted to receive instruction until he or she has procured a membership card.

Many of our students are filling important positions, and the demand for well-equipped teachers is constantly increasing; this is especially true of those who are prepared to instruct in two or more subjects, such as piano and voice, piano and violin, piano and public-school music, etc.

The department offers the highest grade of instruction and incidental advantages to both primary and advanced pupils. The Director will be pleased to answer promptly any special inquiries that may be made by prospective students or others interested in any of the branches taught.

Special Students.—Irregular or special students may enter at any time, and will receive the same careful attention that is given to the regular-course pupils.

Enrolment Days.—Students are urged to be present and enroll on the first day of each term, as no deduction will be made for absence from the first two lessons.

Holidays.—All work in this department is suspended on Thanksgiving day, Washington's birthday, and Decoration day. Lessons falling on these days are not made up.

Calendar, 1905-'06.

First term, ...	June 5 to August 4.
Second term, ...	September 6 to November 7.
Third term, ...	November 13 to January 26.
Holiday vacation, ...	December 20 to January 4.
Fourth term, ...	January 30 to March 30.
Fifth term, ...	April 2 to June 1.

Expenses.

For term of nine weeks, payable strictly in advance:

Piano, kindergarten course, two lessons per week, in class, each	$5
Piano, juvenile course, two lessons per week, private	8
Piano, preparatory grades, two lessons per week, private	10
Piano, preparatory grades, one lesson per week, private	6
Piano, intermediate grades, two lessons per week, private	12
Piano, intermediate grades, one lesson per week, private	8
Piano, advanced grades, two lessons per week, private	15
Piano, advanced grades, one lesson per week, private	10
Piano, advanced grades, two lessons per week, in class of two, each	11
Voice, with the Director	15
Voice, with the assistant	12
Violin	15
Mandolin or guitar	10
Harmony, in class, each	10
Harmony, private lessons	15
Sight singing, in class	1
Piano practice, one hour per day during term	1

Piano practice, two or more hours during term, at the same rate.

Fees collected are used for the support of the department.

Full work in any branch calls for two lessons per week.

PIANO PRACTICE.—The department makes use of fourteen pianos and fo Virgil practice claviers. Several of these are at the disposal of students desiri to rent practice.

Free Advantages:

RECITALS of the department.

LECTURES by members of the faculty and others.

ENSEMBLE AND SYMPHONY CLASSES.

SPECIAL CLASSES in sight reading, ear training, time keeping, etc.

LIBRARY PRIVILEGES.

MUSICAL HISTORY—to regular-course students.

MUSICAL ANALYSIS—to regular-course students.

CHORUS.

ORCHESTRA.

MANDOLIN CLUB.

Alumni of Music Department.

CLASS OF 1896.

Name.	PIANO.	*Post-office and county.*
ng, Jessie Gertrude,		Eureka, Greenwood.
, Etta I'Dell (Mrs. Culver),		Detroit, *Michigan.*
Emma (Mrs. Stauffer),		Canada, Marion.
Hattie Achsah,*		——
n, Myrtle,		——, *Nebraska.*

CLASS OF 1897.

PIANO.

, Amanda,	Weatherford, *Oklahoma.*
Myrtie (Mrs. Gerardy),	Smith Center, Smith.
Grace (Mrs. Cromer),	Litchfield, *Illinois.*
esser, Ella,	Parker, Linn.
Laura,	Clay Center, Clay.
, Adelaide (Mrs. Griffith),	Emporia, Lyon.

CLASS OF 1898.

PIANO.

n, Alda,	Canon City, *Colorado.*

VIOLIN.

rg, Alice.*	——

CLASS OF 1899.

PIANO.

s, May,	Wichita, Sedgwick.

CLASS OF 1900.

PIANO.

s, Sue D.,	Emporia, Lyon.
, Lillie V.,	Sedan, Chautauqua.
ll, Margaret,	Blackwell, *Oklahoma.*

CLASS OF 1901.

PIANO.

Viola,	Emporia, Lyon.
r, Pearl,	Kansas City, *Missouri.*
, Florence.	Kincaid, Anderson.
Lucy May,	Emporia, Lyon.

VOICE.

Anna Mae,	Emporia, Lyon.

CLASS OF 1902.

PIANO.

y, Ella,	Madison, Greenwood.
erg, Delpha,	Republic, Republic.

VIOLIN.

Robert T.,	Emporia, Lyon.

ased.

CLASS OF 1903.

Name.		*Post-office and cou*
	PIANO.	
Erwin, Elizabeth Weston,		Kinsley, Edwards.
Evans, Louise,		Emporia, Lyon.
Gahan, Mrs. May Morrison,		Emporia, Lyon.
Johnson, Ethel Kinney (Mrs. Garrett),		Beatrice, *Nebraska.*
	VOICE.	
Good, Mary Edna,		Marion, Marion.
	VIOLIN.	
Cleveland, Carl G.,		Emporia, Lyon.

CLASS OF 1904.

	PIANO.	
Kenny, Gertrude,		Scammon, Cherokee.
Scott, Faye,		Emporia, Lyon.
Van Laningham, Lola,		Ashland, Clark.
Wilkinson, Edith Lucia,		Emporia, Lyon.
	VIOLIN.	
Starke, G. Sidney,		Winfield, Cowley.
	VOICE.	
Boyles, Ralph,		Norton, Norton.
Chenoweth, W. E.,		Colorado Springs, *Co*

Diplomas and Certificates.

A one-year state certificate is granted on the completion of the first two years of the life-certificate course and after twenty weeks of attendance.

Manual-training Certificate.

The Kansas State Board of Education decided, on its first granting of certificates to teach manual training under the new law, to issue the one-year state certificate to holders of any kind of Kansas county or state certificates who have completed twenty weeks of drawing at Emporia and sixty weeks or more of the manual training given in that school. There is no reason to believe that the Board will not continue such recognition, especially in view of the fact that the drawing offered for recognition is done with special reference to manual training.

Life-certificate Diploma.

The diploma for the completion of a four-year course is, without any further inspection or approval, and without any renewal, a life certificate to teach in the public schools of Kansas, including those of all classes of cities and high schools. They are issued in any part of the year, bearing date with the completion of the work; the entire list of those who have received them during the year being enrolled with the June graduating class, and all who are so enrolled are expected to participate in the duties, honors and privileges of the class in connection with its organization and with the commencement exercises.

The four-year course of this institution is announced by statute as the type for courses of study giving special preparation to teachers. The efficiency of the professional courses in this institution is abundantly attested by the number of graduates from these courses who are holding city and county superintendencies, high-school places, and other prominent educational positions. The reader is referred for illustration of this statement to the alumni number of this Bulletin, which will be mailed free on application.

Recognition in other states is more generous for this diploma than for the diploma of the three-year course, which has been issued up to the present year. In some states the life certificate is given without requiring any further credential than the Normal life-certificate diploma; in others a special statement from the president is required as a recommendation for each applicant.

Although 160 weeks of the last two years of the tabular course are announced as elective, the substitution for these subjects by this course is limited to 40, 80 or 120 weeks. This substitution must be 40 weeks of advanced chemistry and geology, 80 weeks of manual training or Latin or German, or the 80 weeks of either of these subjects with advanced chemistry and advanced geology, or full 120 weeks of Latin. Previous offers of other substitutions are withdrawn.

Leading colleges and universities accept from graduates certificates of records as credentials for admission and for advanced standing. Students contemplating later work in such institutions should, before beginning third-year work, confer with the president as to what collegiate course they anticipate. The work to be taken here can thus be selected to their advantage, and plans made for self-support through college, if desired.

By the terms of the above announcement, while no two students need to count

exactly the same credits for graduation, there are practically ten different plans for electing work for graduation:

1. The tabulated course.
2. The substitution of forty weeks of advanced chemistry and advanced geology.
3. Substitution of eighty weeks of manual training.
4. Eighty weeks of manual training and forty weeks of advanced chemistry and geology.
5. Eighty weeks of German.
6. One hundred and twenty weeks of German.
7. Eighty weeks of German and forty weeks of advanced chemistry and geology.
8. Eighty weeks of Latin.
9. Eighty weeks of Latin and forty weeks of advanced chemistry and geology.
10. One hundred and twenty weeks of Latin.

It is the intention to plan the work so that any graduate of the three-year life-certificate course may finish the four-year course by writing the required theme and completing one hundred and sixty weeks of assigned work in addition to what was counted for the three-year course. It is probable that in all such cases conformity to one of the above ten courses can be arranged without difficulty. All irregular fees will be waived for postgraduate work.

Proficiency Testimonials.

Testimonials of proficiency in teaching special subjects will be issued in accordance with the announcement of previous catalogues, which promised special recognition of teaching power and high-grade work in particular departments. The faculty announces conditions on which graduates of a four-year course may receive, in 1905 or thereafter, special testimonials from any of the following departments:

Drawing and manual training.	German.
Elocution and vocal music.	Latin.
English.	Mathematics.
Geography and history.	Natural sciences.

Besides doing the minimum of eighty weeks in the department subjects, the candidate will be required to complete, as prescribed by the department or departments concerned, at least forty weeks of work over and above what is required for the completion of a four-year course. No candidate will receive the assignment for this extra work until after the completion of three years of work counting for graduation. In offering this three years of work for inspection, it must be shown that exceptionally high standing has been attained in all the professional work as well as in the work of the particular department or departments from which the testimonial is sought.

Diploma for Music Course.

The diploma issued at the commencement exercises of the music department is not offered as a certificate to entitle its holder to teach in public schools.

New Courses.

THREE-YEAR COURSE.

The three-year course, giving a three-year state certificate, includes all of the first two years of the life-certificate course, and adds oration, twenty weeks of teaching, and one hundred and forty weeks of any other subjects that would count in the life-certificate course. The rule that at least eighty weeks of Latin or German or manual training must be taken to count for graduation does not apply here, for any complete grade for a term or a double term will be counted in accordance with the above condition. This certificate is not renewable, and the one-year certificate will not be issued to any one who has had this three-year certificate. No graduation exercises are held for this course.

COLLEGIATE COURSE.

The course for bachelor of arts in education will take four years of work above the course of accredited four-year high schools. It will include all the subjects of the life-certificate course for which there are no electives, a major of one hundred and sixty weeks above what is available on the same subject as a credit for graduation in the life-certificate course, one hundred and sixty weeks of pedagogy, including what is required for the life-certificate course, and any other subjects to make a total of six hundred and forty, including minors that may be required with the major chosen. It will be possible to finish this course without taking all the subjects required for the life-certificate course. While the life-certificate course will not count more than one of the electives, German, Latin, and manual training, all three of these may be counted for the arts course. The high school that is to admit to this four-year course must be such as will secure three hundred and twenty weeks of credit on the Normal course, in accordance with the following schudule:

One-half year or more of astronomy, botany, drawing, elocution, geography (physical), history (American), history (general), physics, or zoology, credit of ten weeks on each subject; one year or more of chemistry, geology, physiology, twenty weeks; two years or more of English or mathematics, credit of fifty weeks on each; three years of Latin or of German, credit of one hundred weeks. A record in Kansas history is required of all graduates.

It is possible for a graduate of a reputable college to finish in one year both the life-certificate course and the course for bachelor of arts in education.

The State Board of Education is authorized by law to give a three-year state certificate, as in the case of approved colleges. This certificate is renewable for life if, in the three years it covers, two years of successful teaching is done and professional standing is maintained.

Program for First Term, 1905-'06, June-August.

Teacher.	MR. GLOTFELTER.	MR. TRIPLETT.	MISS McCARTNEY.	MISS MADDUX.	MR. WILBER.
Room No.	Train'g School, 2d floor.	46.	Training School.	Training School.	39.
Hour. 8:00		Psychology, IV.	Primary Methods.		School Law and Management.*
8:45		Phil. of Ed.			School Law and Management.
	RECESS	AND	GENERAL	EXERCISES.	
9:30		Etymology.*			
10:20	General Methods.	Psychology, VI.			English Grammar.
11:05					Lit., Sp.
11:50		Child Study.		Kindergarten Methods.	English Grammar.*

MISS BUCK.	MR. WOOSTER.	MR. IDEN.	MR. SAMSON.	MR. PAYNE.	MR. ELLIS.
Library.	26.	44.	38.	47.	28.
	Zoology.	Physics, IV.	Theory Phys. Tr.	Trigonometry.	Arithmetic.*
		Physics, V.		Algebra, II.*	Arithmetic.
	RECESS	AND	GENERAL	EXERCISES.	
	Geology.	Etymology.		Orthoepy.*	Orthography.
		Chemistry.		Geometry.*	Algebra, II.*
Library Management.	Botany.		Physiology, IV.	Geometry.	Algebra, II.
	Botany.*	Physics, IV.	Physiology, VII.	Algebra, V.	Astronomy.

* First half.

Declamation, essay, oration and theme grades may be made as in any other term of school.

High-school and college students desiring to make up credits in their own schools should bring the request of principal or superintendent for admission to definite classes without examination, and should be prepared to pay irregular fees.

Program for First Term, 1905-'06, June-August.

MISS McNALLY.	MR. BOYLE.	MR. ELLSWORTH.	MISS MARSLAND.	MR. RHODES.	MR. RITCHIE.
48.	74.	59.	51.	57.	54.
Lit. Crit., Course I.		Kansas Hist.	Oratory.		
English Literature.	Music, V.	Geography, Sp.		General Hist.*	History, Sp.
	RECESS	AND	GENERAL	EXERCISES.	
		Orthography.*		Orthoepy.	
Rhetoric.*	Music, III.	Physical Geography, Sp.	Elocution.*	Political Economy.	Constitution, Sp.
Rhetoric.	Music, III.	Geography.	Elocution.	General Hist.	Hist. and Law.
English Literature.*		Geography.*		Arts Course History.	Hist. and Law.*

MR. HILL.	MISS DUDLEY.	MR. HOLTZ.	MR. GAUSE.	MR. ABBOTT.	MISS FITCH.
49.	37.	58.	55.	19.	61.
Latin, 5.	German, 2.*	Latin, 1.*	Bookkeeping and Pen.	Wood-carving.	Drawing, 1.*
Latin, 8.	German, 1.*	Latin, 2.*	Bookkeeping, Sp.	M. T. Drawing.*	Drawing.
	RECESS	AND	GENERAL	EXERCISES.	
Latin, 4.	German, 3 and 4.	Latin, 3.	Orthography.	Spelling, Sp.	
			Bookkeeping and Pen.	Wood-working.	Drawing.*
History of Education.	German, 2.	Latin, 2.	Penmanship, Sp.		M. T. Drawing.
History of Education.*	German, I.	Latin, I.		Clay Modeling, 17.	Drawing.*

Laboratory assistants will give work in the afternoon.
Physical training will be given in afternoon for those who cannot get it in vacant hours.
Model-school classes will be available for all grades of work.

SITE OF NEW SCIENCE BUILDING, LOWER RIGHT-HAND CORNER.

General Index.

Volume IV.

KEY TO CONTENTS.

The parts are paged in the order in which they are placed in the comprehensive volume.

No. 1. Catalogue number, June 1, 1904, pp. 1–64.
No. 2. Alumni number, October 20, 1904, pp. 65–128.
No. 3. Report of Regents, December 1904, pp. 129–144.
No. 4. Handbook number, February 1905, pp. 145–184.
No. 5. Extra, pp. 185–188.
No. 6. Curriculum number, pp. 185–290.

LIST OF ILLUSTRATIONS AND DIAGRAMS.

SUBJECTS.

No. 0

The Kansas State Normal School.

Published Bimonthly.

Year-book Number.

June, 1906.

Published by
The Kansas State Normal School.
Emporia, Kansas.

Entered March 9, 1906, at Emporia, Kan., as second-class matter under the act of July 16, 1894.

THE LIB

ADING-ROOM

The Kansas State Normal School,

EMPORIA, KANSAS.

Year-book Number.

Vol. V. No. 6.

JUNE, 1906.

STATE PRINTING OFFICE,
TOPEKA, 1906.
1658

Contents.

Introduction.

ALTHOUGH this number is called the year-book, it constitutes a record of the school covering in some respects more than the school year 1905-'06 and in some respects less. The list of students is that for the school year ending with commencement day, 1905. The last of the term programs is that for the Summer School following commencement day, 1906. This program covers work done in the school year 1906-'07. The session is already in progress at the writing of this introduction, although this is written before the close of the fiscal year ending June 30, and is the work of a President whose resignation has been accepted to take effect on that date.

Some facts for the period covered in this year-book should be mentioned in its introduction to throw light on what follows. The branch normal schools at Hays and Pittsburg, which have been represented more or less in recent year-books, are not included in this. The suggestion has sometimes been made that since the three schools are controlled by the same Board of Regents and have the same President they might present their printed matter in a joint volume. Force is given to this suggestion by the fact that the branch schools print, as a large part of the outline of their course of study, work prepared for the curriculum of the main school. But even the short course leading to a one-year certificate has differentiated to some extent in the three schools, and the differences in the three-year courses leading to the three-year state certificate are still more marked. The main school is able to offer, because of the greater number of subjects taught there, a wider range of electives for its three-year course; and, as it does not give graduation with its three-year state certificate,

even the electives need not be specified, except as to the amount of work to be completed. Nevertheless, if the courses were identical, each school would want to have its own printed matter, so as to have as much individuality as possible. Much more, then, would each school want to have bulletins that give no irrelevant matter. This plan is in accord with that of the main school in publishing as separate pamphlets the material contained in this year-book, so that if correspondents should ask, for instance, the list of faculty and students, the list of alumni and other publications not called for would not be sent.

The enrolment of the three schools has been given in recent year-books; for this year, only the main school is reported. The explanation of page 11 as to the smallness of numbers has been fully justified by the year's experience. The enrolment for the year following that reported here shows an increase of nearly 300. Never before in the history of the School has the number of hundreds been increased by more than one, from one year to another. The attendance now at the Summer School, and not counted in the increase above referred to, is very large, and gives promise of still further increase in the enrolment for next year.

The arts' course as authorized by the Regents, in accordance with the bill written by the President of the School for the legislature of 1905, has attracted considerable attention, and some candidates for the degree have completed nearly, if not quite, enough work to secure the degree. The progress in this direction has certainly been all that should be expected without a marked increase in the faculty.

EMPORIA, June 11, 1906.

The Kansas State Normal School,

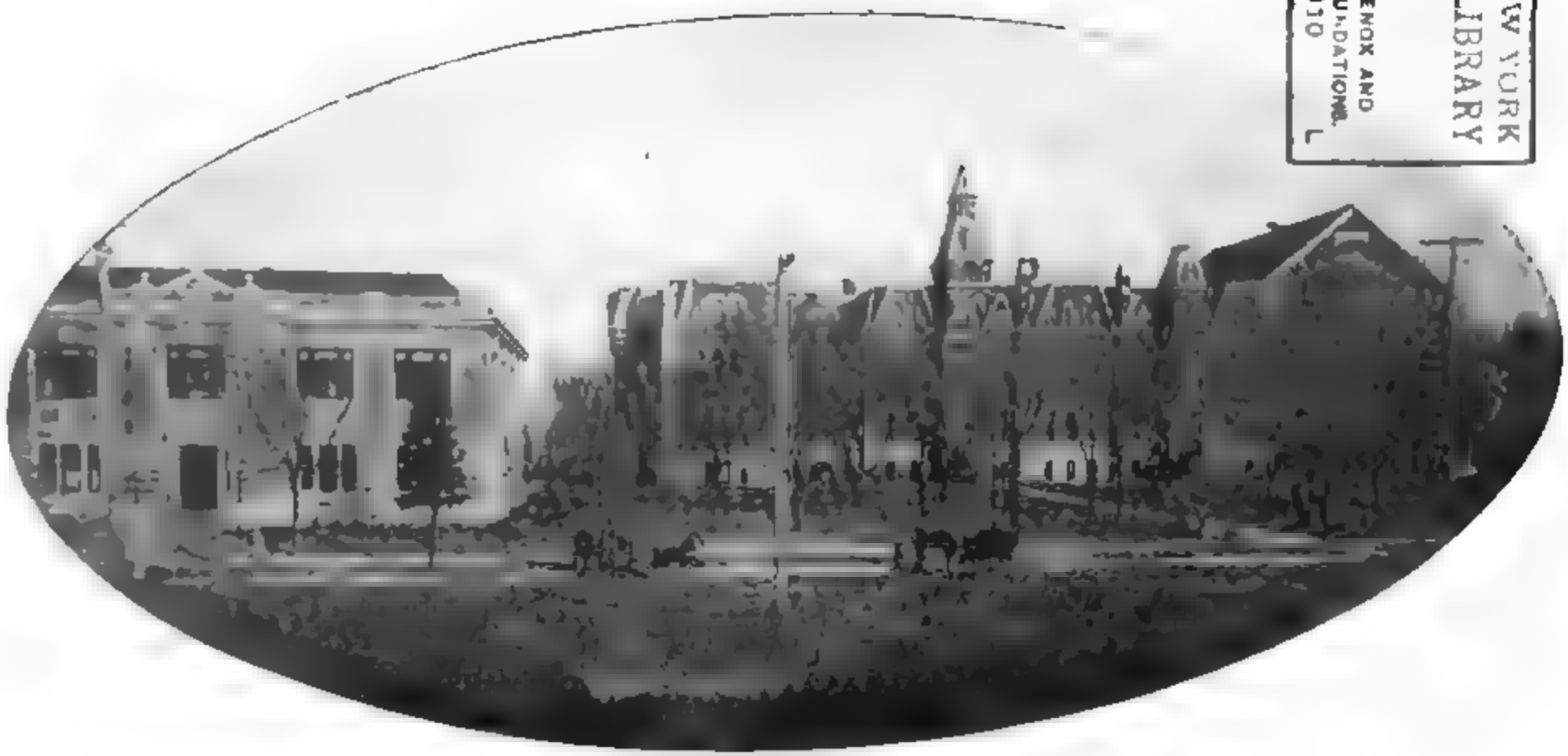
EMPORIA, KANSAS.

Faculty and Student Number.

Vol. V. No. 1.

AUGUST 1905.

TOPEKA:
STATE PRINTING OFFICE.
1905.



LIBRARY AND MAIN BUILDING.

View from east of south.

Board of Regents.

Term expires in 1907.

SILVESTER H. DODGE, Esq. ..... BELOIT.
Supt. A. H. BUSHEY ..... PITTSBURG.
E. A. ROSS, Esq. ..... BURROAK.

Term expires in 1909.

L. B. KELLOGG, Esq ..... EMPORIA.
F. J. ALTSWAGER, Esq ..... HUTCHINSON.
C. G. MESSERLEY, Esq. ..... OSAGE CITY.

Officers of the Board.

President ..... F. J. ALTSWAGER.
Vice-president ..... A. H. BUSHEY.
Secretary ..... L. B. KELLOGG.
Land Agent ..... SILVESTER H. DODGE.

Program, Second Ten Weeks,

BEGIN. A. M.	Room 55.	Room 49.	Room F.	Room 46.
8:10	Latin, 1.*	Latin, 7.	Meth., Primary.	U. S. History, Spec.
8:55	Latin, 1.	Latin, 4.	History, Greek.	Psychology, VI.
9:40	Orthography.			Etymology.*
10:20	Latin, 3.	History of Ed.	General Meth.	Child Study.
11:05	Latin, 2.	Latin, 6.	Library School.	Physiology, Spec.
11:50	Latin, 2.*		Library Manag't.	Psychology, IV.

BEGIN. A. M.	Room 48.	Room 38.	Room 27.	Room 75.
8:10	Lit. Crit., Course 1.	Rhetoric.*	Grammar.*	
8:55	English Lit.	Rhetoric.	Grammar.	Grammar, Spec.
9:40	Grammar, Meth.	Orthoepy.*	Orthography.*	Spelling, Spec.
10:20	English Lit.*	Grammar.*	Phys. Geog., Spec.	Grammar, Spec.
11:05	Lit. Crit., Course 2.	Rhetoric.	Algebra, Spec.	Grammar.
11:50	Lit., Spec.	Grammar, Spec.	Grammar.	Grammar, Spec.

BEGIN. A. M.	Room 59.	Room 47.	Room 28.	Room 56.
8:10	Penmanship, Spec.	Algebra, II.*	Algebra, Spec.	Arithmetic.*
8:55	Bookkeeping, Spec.	Arith., Meth.	Arithmetic.	Algebra, II.
9:40	Spelling, Spec.	Orthoepy.	Orthography.	Orthography.
10:20	Bookkeeping and Penmanship.	Trigonometry.	Arithmetic.	Arithmetic.*
11:05	Arithmetic, Spec.	Geometry.	Arithmetic.	Algebra, II.
11:50	Typewriting and Shorthand.	Geometry.*	Algebra, Spec.	Algebra, V.

* Last half.

The Arabic numerals after studies indicate the order in which the various terms of a subject should be taken; the Roman indicate the term in the course.

1905-'06 (September-November).

Room 39.	Room 57.	Room 54.	Room 74.	BEGIN. A. M.
Sch. Law and Management.*	U. S. History, Spec.	Civil Law, Spec.		8:10
Sch. Law and Management.	History, English.	U. S. History, Spec.		8:55
Spelling, Spec.	Orthography.*	Spelling, Spec.		9:40
Kansas History.	History, Roman.*	History, Meth.	Music, III.	10:20
Sch. Law and Management.	History, English.	History and Law.	Music, III.	11:05
U. S. History, Spec.	History, English.*	History and Law.*	Music, V.	11:50

Room 58.	Room 1-4.	Room 62.	Room 61.	BEGIN. A. M.
U. S. History, Spec.	Manual Tr., 6-8, Wood Carving.	Drawing, I.*	Drawing, I.	8:10
German, 3.	Arithmetic, Spec.	Civil Law, Spec.	Drawing, I.	8:55
Orthography.	Orthography.	Spelling, Spec.		9:40
German, 2.	Manual Tr., 3-5, Woodwork.	Manual Tr., 2, Drawing.*	Drawing, I.	10:20
German, 4.	Manual Tr., I, Drawing.	Drawing, I.*	Drawing, I.	11:05
German, 1.	Manual Tr., Grades.	Drawing, I.*	Drawing, I.	11:50

Room 51.	Room 26.	Room 25.	Room 37.	BEGIN. A. M.
Elocution.*	Botany, Field-work.	Physiology, IV.	Geography, Spec. Pol.	8:10
Elocution.	Biology, College.		Geography.	8:55
	Orthoepy.	Etymology.	Geography, Meth.	9:40
Reading, Spec.	Botany, Field-work.	Chemistry, VI.	Geography, Spec. Phys.	10:20
Elocution.	Zoology.	Physics, IV.	Geography.	11:05
Oratory.	Geology, VII.		Geography.*	11:50

* Last half.

The program shows what work was done, but is not to be understood as signifying that all the subjects in one room were taught by the same teacher.

Calendar for 1905-'06.

1905.

Sept. 1, Friday Sept. 2, Saturday	Free Entrance and Final Examinations; also Opportunity for Enrolled Students to Write on County Teachers' Examination.
Sept. 4, Monday	Evening Reunion of Old Students and Reception for New Ones, under Auspices of Christian Associations of School.
Sept. 5, Tuesday	First Meeting of Classes for Second Ten Weeks.
Oct. 27, Friday Oct. 28, Saturday	County Teachers' Examination.
Nov. 9, Thursday Nov. 10, Friday	Free Entrance and Final Examinations.
Nov. 10, Friday	Close of the Second Ten Weeks.
Nov. 13, Monday	First Meeting of Classes for Third Ten Weeks.
Nov. 30, Thursday	Thanksgiving Vacation.
Dec. 15, Friday	Preliminary Piano Solo Contest in Each of the Evening Literary Societies.
Dec. 21, Thursday	Prize Contest in Debate and Piano Solo.
Dec. 23, Saturday **1906.** Jan. 2, Tuesday	Holiday Recess.
Jan. 25, Thursday Jan. 26, Friday	Free Entrance and Final Examinations.
Jan. 26, Friday	Close of Third Ten Weeks.
Jan. 26, Friday Jan. 27, Saturday	County Teachers' Examination.
Jan. 29, Monday	First Meeting of Classes for Fourth Ten Weeks.
Feb 5, Friday	Preliminary Oration Contest.
Feb. 22, Thursday	School Holiday.
Mar. 2, Friday	Preliminary Essay Contest in Literary Societies.
Mar. 2, Friday	Preliminary Vocal Solo Contest in Literary Societies.
Mar. 9, Friday	Contest in Oration, Essay, and Vocal Solo.
Mar. 29, Thursday Mar. 30, Friday	Free Entrance and Final Examinations.
Mar. 30, Friday	Close of Fourth Ten Weeks.
Apr. 2, Monday	First Meeting of Classes for Fifth Ten Weeks.
May 18, Friday	Preliminary Declamation Contest in Literary Societies.
May 30, Wednesday	School Holiday. Probable beginning of sale of railroad tickets to Emporia on certifiate plan, to return at one-third fare up to close of Summer School.
Jun. 1, Friday	Reunion, Literary Societies.
Jun. 2, Saturday	Drama, Department of Elocution and Oratory.
Jun. 3, Sunday, 11:00 a. m.	Baccalaureate Address.
3:00 p. m.	Annual Address before the Christian Associations.
Jun. 4, Monday, 9:00 a. m.	German Play, Department of Modern Language.
10:00 a. m.	Class-day Exercises.
10:00 a. m.	Alumni Meetings.

Calendar continued on next page.

NOTE.—The alumni of the following classes will hold their regular quinquennial reunions during commencement week: 1876, 1881, 1886, 1891, 1896, and 1901.

Jun. 4, Monday,	**2:30 p. m** —	Field Day.
	8:30 p. m —	Annual Concert and Graduating Exercises, Music Department.
Jun. 5, Tuesday,	**2:00 p. m.**—	Enrolment for Summer School.
	4:00 p. m —	President's Reception to Alumni.
	8:30 p. m -	Prize Contest.
Jun. 6, Wedns.,	**9:30 a. m.** —	Commencement Exercises.
	4:30 p. m.—	First Meeting of Summer School Classes.

Jun. 15, Friday... .. **Jun. 16, Saturday**	County Teachers' Examination.
Jun. 29, Friday. . **Jun. 30, Saturday** ...	County Teachers' Examination.
July 2 to July 4, inclusive	Probable sale of railroad tickets on certificate plan for last half of Summer School.
July 4, Wednesday.	— Holiday.
July 5, Thursday.. .	Beginning of One-month Classes in Summer School.
Aug. 3, Friday... . **Aug. 4, Saturday**	County Teachers' Examination.
Aug. 4, Friday....	— Close of Summer School.

BELLESLETTRES HALL.

LIBRARY.

MAIN BUILDING.

HEAT AND LIGHT.

Preface to this Number.

WITHOUT ignoring the importance of the housing and equipment of a school, all must agree that the quality of the teaching and student body is the matter of greatest importance. The well-known saying of a president of the United States, that, if he could sit on a log with his illustrious teacher, a college would be in operation there, was simply a definition reduced to its lowest terms. Supply for the school the best possible plant and the most abundant facilities for work, and then the best that is possible in human achievement will come from the contact of the efficient teacher and the efficient student.

The Faculty.

The record of training and experience given in the pages immediately following this preface is presented that the reader may judge for himself whether the Faculty of the Kansas State Normal School are fit for the work entrusted to them. Teachers for the public schools should be trained by those who comprehend the problems of the public schools, and they should at the same time be under the influence of teachers who stand for the highest and best in culture and in educational progress. The fact that many of our teachers go out into the institutes and into the teachers' associations gives the assurance that the Faculty is in close touch with the rank and file of the profession. Many of the Faculty attend the best summer schools of the country, and there have been in recent years several leaves of absence for entire years in order to complete advanced courses of study. In the table given below, the recent increase in the percentage of college graduates on the Faculty is due to the number who have finished a college course after graduating from this institution. The table shows the trend of the second twenty years of the School's history, and gives summaries made from the School catalogues at intervals of five years.

Table based on number of teachers employed for full time.	1884 1885	1889 1890	1894 1895	1899 1900	1904 1905
Total number members of Faculty,	11	16	28	40	47
Percentage of Kansas Normal graduates	18	35	61	55	58
Percentage of college graduates	36	35	22	25	32
Number graduates of both this institution and a college	.....	1	1	2	8

It will be understood, however, that even after the facts that can be stated with propriety in a catalogue have been presented, there is still much to be added before a proper estimate of a corps of teachers can be formed. The personal influence of a teacher does not appear in cold type, nor even in anything that can be said of him by another. The habit of close sympathy with students is maintained by the State Normal Faculty in the personal and social relations which are secured by assigning a small group of students to the care of each teacher. A percentage of men, very large for a normal school faculty, and including none who indulge in the use of tobacco or alcohol or unbecoming language, is an influence of great value. A teaching force of both men and women who recognize the duties of the Christian in their own lives, and who commend the Christian life as far as they can without sectarian bias, and who nevertheless keep in thorough sympathy with the young people, are the ideal faculty for training men and women to give the boys and girls of our state the best preparation for life.

The Students.

The fact that last year's graduating class was the last for the three-year course would have left the School without any graduating class this year except those who had previously graduated in the three-year course, were it not that the institution has for many years given a fourth year's work, and many students have been graduating heretofore from the four-year course. The class of this year is much larger than any previous four-year class. The percentage of men in this class is much larger than in any previous class.

The average efficiency of the students is very greatly increasing with the raising of the standard for graduation. The introduction of studies to extend a collegiate course two years beyond the four-year life-certificate course will still further raise the average of culture and scholarship. The raising of the standard for admission has done something to diminish the size of the lowest classes in the Normal Department, but there is reason to believe that the increasing number of high schools in the state will soon fill this gap. The Normal School is better for this change, and it should soon be bigger because better.

The Normal School exists to prepare teachers for the schools of the state. The students desired in this School are those who are likely to be fit for the work of teaching. .The School does all it can to strenghten the purpose of those who already mean to teach, and to lead the others to choose teaching as a life-work. The undergraduate student is encouraged to drop out of school occasionally

and teach a term of school. Much is done to help such secure places. While theoretically they should complete their course before they teach, the schools of the state are better when the partially trained take places that would otherwise have been taken by the totally untrained. The very great demand for teachers during the past year has kept out a larger number of students than usual. The fact that many used, in going to the World's Fair, their surplus accumulations, made them all the more ready to accept salary-earning positions, and it may be further said that the summer-school attendance listed in this catalogue was cut down by the St. Louis Exposition to only a little more than half what it was before and has been again in the session of the summer of 1905, not included in this catalogue. The introduction of the arts course will probably bring a larger proportion of students who will attend throughout the entire year. A normal school must, however, always take care of teachers who come to school whenever convenient.

Besides the effect on the attendance resulting from the Normal School's being a teachers' school, there is very marked effect in the tendencies of student life. Those who have carried responsibilities and are spending the money they have themselves earned do not spend their time or their money foolishly. The element which some Eastern college authorities say sets, in their schools, a destructive pace of extravagance in fraternities and social circles, does not exist in this School. Abundance of spending-money does not secure such attention here as to spoil its possessor or to set improper standards before the student body. The students' hours are consecrated to worthy service rather than dissipated in a waste of means and strength. The Christian associations, the literary societies and the athletic association are the best examples of general student initiative. Among no other body of people of the same age and similar proportion of numbers as to the two sexes can a larger percentage of active Christians be found than in this institution. In no other body of students will the lazy or the lawless or the dissolute be more promptly reformed or driven away by student influence. If there were a disposition toward the excesses of class spirit in the line of protecting offenders or organizing offenses, the opportunity does not exist here, since it seldom happens that any two students take the same work through exactly the same classes term after term. Experienced teachers, the graduates of high schools and the graduates of district schools meet here wherever they are prepared for the same work, and they join in one common purpose to prepare as rapidly and as effectively as possible for lives of useful service.

READY TO WIND THE MAY POLE.

The Faculty.

ASPER NEWTON WILKINSON, PRESIDENT.

Graduate Illinois Normal University, 1874; teacher primary and district schools, principal village school and ward school and superintendent to 1880; principal Decatur high school to 1884; principal training school, Kansas State Normal School, to 1901; conductor of numerous institutes in Illinois and Kansas; author of text-book on orthoepy, and of school management, with outlines for the study of school law; senior on active member list from Kansas in the National Educational Association; member of National Council of Education and of National Society for the Scientific Study of Education; President Kansas State Normal School since 1901.

OSEPH HENRY HILL, VICE-PRESIDENT, *Latin.*

Graduate Kansas State Normal School, two-year course, 1875, four-year course, 1876; Northwestern University A. B., 1886, A. M., 1889; teacher of district schools, 1876–'77; principal of Americus schools, 1878–'79; teacher in high school and assistant superintendent, Emporia, 1879–'81; pastor church, Maywood, Ill., 1886–'87; conductor of many normal institutes; in Kansas State Normal School, department of Latin, since 1887, and Vice-president since 1901.

OHN HAMLIN GLOTFELTER, *Principal of Model School and Director in Training.*

Diploma Illinois State Normal University, 1885; graduate student, Illinois State Normal University, 1885–'86; two years as teacher of district school; superintendent schools, Normal, Ill., 1886–'87; principal Peabody school, Little Rock, Ark., 1887–'90; principal Fort Steele school, Little Rock, Ark., 1890–'91; superintendent schools, Atchison, Kan., 1891–1901; member of National Society for Scientific Study of Education; institute conductor in Arkansas and Kansas; principal Model School and director in training, Kansas State Normal School, since 1901.

LLEN SHELDON NEWMAN, *Financial Secretary.*

Graduate Kansas State Normal School, academic course, 1895; teacher district school in Kansas, 1893–'94; in Kansas State Normal School, clerk and bookkeeper, 1895–'97; secretary, 1897–1903; financial secretary since 1903.

'LOUISE JONES, *English.*

A. M., M. S., Michigan Female College, Lansing, Mich., 1869; A. M., University of Michigan, 1889; principal of high school, Lansing, two years; Charlotte, Mich, four years; superintendent of city schools, Charlotte, Mich., seven years; professor of English, Bay View Summer University, 1889; president of Bay View Summer University, 1897–'99; member of American Historical Association; department of English, Kansas State Normal School, since 1890.

MMA L. GRIDLEY, *Drawing.*

Graduate three-year course, Kansas State Normal School, 1888; student Massachusetts State Normal Art School, pupil of Carl Von Rydingsvard, 1889–1901; principal Kingman high school, 1888–'89; department of drawing, Kansas State Normal School, since 1891.

HARLES A. BOYLE, *Vocal Music and Director of Music Department.*

Graduate State Normal School, Edinboro, Pa., 1878; bachelor of music, Ottawa University; student Conservatory of Music, Xenia, Ohio, 1874–'75; student Frederic W. Root, Chicago, 1878; student Elvin S. Singer, Toledo, Ohio, 1889;

student Frank H. Tubbs, New York city, 1890, 1901, 1905; student Summer Normal Music School, Richmond, Ind., Dr. George F. Root, principal, 1878, and Erie, Pa., 1883; instructor, Academy of Music, Friendship, N. Y., 1875-'76; chorus, convention and choir work, Richmond, Ind., 1878-'81; teacher of music in the public schools of West Middlesex, Pa., 1881-'83; director music department, Ottawa University, 1883-'93; supervisor of music, public schools, Kansas City, Kan., 1891; supervisor of music, public schools, Ottawa, Kan., 1891-'93; assistant chorus director, Chautauqua Assembly, Ottawa, Kan., for several years; assistant chorus conductor, Chautauqua Assembly, Crete, Neb., 1888; director of music, State Sunday-school Assembly, Warrensburg, 1887; director of music, Chautauqua Assembly, Colfax, Iowa, 1891; conductor Ottawa Musical Union, 1883-'90; president Kansas State Music Teachers' Association; vice-president for Kansas, Music Teachers' National Association; author of "School Praise and Song"; Kansas State Normal School since 1893.

HATTIE F. BOYLE, *Piano.*

Graduate State Normal School, Edinboro, Pa., 1879; bachelor of music, Ottawa University; certificate, Virgil Piano School, New York city, 1896; teacher's certificate, complete course, Virgil Piano School, New York city, 1905; student pipe-organ, Livinowsky, Cincinnati, Ohio, 1880; student piano, Robert Goldbeck, Chicago, 1883; student New England Conservatory of Music, Boston, Mass., 1887; student Edward Baxter Perry and Charles F. Dennee, Boston, Mass., 1891; student W. S. B. Matthews, Chicago, 1895; student Hugh A. Kelso, Chicago, 1901; teacher of music, West Middlesex, Pa., 1881-'83; director piano department, Ottawa University, 1883-'93; accompanist, Ottawa Chautauqua Assembly, for seven years; accompanist, Chautauqua Assembly, Crete, Neb., 1888; accompanist, Chautauqua Assembly, Colfax, Iowa, 1891; accompanist, State Sunday-school Assembly, Warrensburg, Mo., 1887; accompanist, New England Conservatory chorus, 1887; department of piano, Kansas State Normal School, since 1893.

MARY ALICE WHITNEY, *American History.*

Graduate Emporia high school; graduate Latin course, Kansas State Normal School, 1889; A. B., University of Michigan, 1902; student University of Michigan, 1893-'95; student University of Chicago, summer semester, 1900; institute conductor in Kansas, 1905; member of American Historical Association; in Kansas State Normal School, assistant teacher, United States history, 1889-1893; department of American history since 1895.

ACHSAH MAY HARRIS, *Critic Teacher, Primary.*

Graduate three-year course, Kansas State Normal School, 1886; student in Michigan University, 1893-'95; student in University of Chicago summer school, 1900; student in Michigan University summer school, 1902; teacher El Dorado public schools, 1886-'87; teacher in Emporia public schools, 1887-'89; institute instructor in several Kansas counties; in Kansas State Normal School, assistant, model intermediate, 1889-'93; critic teacher, primary and intermediate grades, 1895-1905; critic teacher, primary, since 1905.

DANIEL AUGUSTUS ELLSWORTH, *Geography.*

Graduate Kansas Normal College, Fort Scott, 1885; admitted to the bar, 1887; teacher district schools, 1881-'83; principal village schools, 1888-'91; principal ward school, 1892-'93; assistant teacher, United States history, Kansas State Normal School, 1893-'95; author two volumes of poetry, "In Prairie Phrase"; summer travels in Newfoundland; department of geography, Kansas State Normal School, since 1895.

LYMAN C. WOOSTER, *Biology and Geology.*

Student Milton Academy, 1865-'67; graduate State Normal School, Whitewater, Wis., 1873; student Beloit College, 1873-'75; student Yale University, 1881-'82; Ph. D. Milton College, 1898; assistant state geologist, Wisconsin, 1873-'78; teacher in mathematics, classical high school, Buffalo, N. Y., 1875-'77; professor in natural sciences, State Normal School, Whitewater, Wis., 1878-'81; assistant United States geologist, 1881-'86; superintendent city schools, Eureka, Kan., 1883-'88; teacher in natural sciences, Southern Kansas Academy, 1889-'92 and 1895-'96; superintendent Kansas educational exhibit, World's Fair, Chicago, 1892-'93; professor in natural sciences, State Normal

School, Mayville, N. Dak., 1893-'95; institute conductor, Kansas and North Dakota; author of Geological Story of Kansas and of Plant Record and Glossary; president of Kansas Academy of Science; department of biology and geology, Kansas State Normal School, since 1897.

THOMAS MEDARY IDEN, *Physics and Chemistry.*

Ph. B., Butler University, 1883; Ph. M., Butler University, 1887; student of chemistry, summer school of Harvard University, 1887-'88; student of chemistry and physics, University of Berlin, Germany, 1891-'92; principal of public schools, Irvington, Ind., 1883-'84; secretary and instructor, Butler University, 1884-'87; professor of chemistry, Butler University, 1887-'91, 1892-'97; department of chemistry and physics, Kansas State Normal School, since 1897.

CORA MARSLAND, *Elocution and Oratory.*

Graduate four-year course, Clarke Seminary, Ossining, N. Y., 1877; graduate New York State Normal College, 1882; completed course in English literature and in oratory, Wellesley College, 1884; student in elocution, New York city, 1885; M. O., Emerson College of Oratory, 1889; student postgraduate work, Emerson College of Oratory, 1894; teacher public schools, New York state, 1877-'79; teacher graded schools, Yonkers, N. Y., 1883; teacher English literature, Emerson College of Oratory, 1889; librarian and professor of elocution, Agricultural College, Ames, Iowa, 1889-'90; department of elocution, Kansas State Normal School, 1890-'94; professor oratory and English literature, Olivet College, 1895-'98; department of elocution and oratory, Kansas State Normal School, since 1899.

ELI LAWRENCE PAYNE, *Mathematics.*

Kansas State Normal School, graduate two-year course, 1883, three-year course, 1892, English course, 1895, Latin, 1896, B. P., 1898; B. L., Lincoln University; teacher district schools and superintendent public schools, 1876-'85; county superintendent of schools, 1885-'89; superintendent of city schools, 1889-'90; instructor and conductor in Kansas institutes; author of Practical Arithmetic, Methods in Arithmetic, and Methods in Algebra; in Kansas State Normal School, assistant in mathematics, 1891-'97; associate professor of mathematics, 1897-'99; department of mathematics since 1899.

ELVIN S. GAUSE,* *Penmanship.*

Student Kansas State Normal School, 1884-'86; student Emporia Business College, 1887; student National Pen Art Hall and Business College, Delaware, Ohio, 1888; student Cedar Rapids Business College, Cedar Rapids, Iowa, 1891; student at Zanerian Art College, Columbus, Ohio, summer 1892; student special work, Kansas City, Mo., summer 1894; principal of penmanship and commercial departments, Summer Hill select school, Omen, Tex., 1888-'90; instructor Hill's Business College, Waco, Tex., 1891-'97; associate proprietor Metropolitan Business College, Dallas, Tex., 1897; instructor in Eastman College, Poughkeepsie, N. Y., 1900; professor of penmanship and bookkeeping, Kansas State Normal School, 1900-'05.

NORMAN TRIPLETT, *Psychology and Child Study.*

A. B., Illinois College, 1889; A. M., Indiana University, 1898; Ph. D., Clark University, 1900; student in Indiana University, 1897-'98; fellow in psychology in Clark University, 1898-1900; principal in public school, 1889-'91; teacher of science in high school, Quincy, Ill., 1894-'97; instructor in psychology and pedagogy, Mount Holyoke College, 1900-'01; department of psychology and child study, Kansas State Normal School, since 1901.

JEREMIAH MILTON RHODES, *Political Economy.*

Graduate three-year course, Kansas State Normal School, 1889; student Leland Stanford Junior University, 1892-'93; A. B., Indiana State University, 1894; A. M., Harvard University, 1898; student Columbia University, 1898-'99; teacher country schools, Jasper and Barton counties, Missouri, 1882-'86; ward principal, high school principal, and city superintendent of schools, Council Grove, 1889-'92;

* Resigned.

superintendent city schools, Hiawatha, Kan., 1894-'96; superintendent city schools, Windom, Minn., 1889-1901; institute conductor in Kansas and Minnesota; department of political economy, Kansas State Normal School, since 1901.

FREDERICK BANCROFT ABBOTT, *Manual Training.*

A. M., Columbia University, 1904; master's diploma in education (schoo administration), Teachers' College, N. Y., 1904; Sc. B., 1900, Sc. M., 1902, Sc. D. 1905, College of Emporia; student at Rhode Island School of Design, 1887; a Rhode Island State Normal School, 1890; at Massachusetts Institute of Technology, 1891-'94; at Naas Slojdlarareseminarium, Sweden, 1895; at North Bennett Industrial School, Boston, normal wood-carving, 1897-'98; member of the following organizations: National Educational Association, American Societ of Mechanical Engineers, Association for the Promotion of Engineering Education, Eastern Manual Training Association, Western Drawing Teachers' Association, Pacific Manual Training Association, Boston Manual Training Club National Geographic Society; draughtsman Willetts Manufacturing Company 1887-'89; teacher English branches, Scholfield's Commercial College, 1890-'91 designer, the Rice & Sargent Engine Company, 1894; teacher manual training, Boston public schools, 1895-'98; department of manual training, Kansa State Normal School, since 1898.

HORACE Z. WILBER, *School Law and Management.*

Diploma, Michigan Normal College, 1902; teacher in graded schools, 1892-'94 principal of graded schools, 1894-1900; superintendent of schools, Marlette Mich., 1901-'02; in Kansas State Normal School, critic teacher, grammar schoo and special classes, 1902-'04; department of school law and management sinc 1905.

ROWLAND HENRY RITCHIE, *Themes and Public Speech.*

Ph. B., University of Chicago, 1900; special student in English, publi speaking, and history, Northwestern University, 1894-'97; critic in literary so cieties, academy of Northwestern University, 1896-1900; critic in literary so cieties, Northwestern University, 1897-1900; instructor in public speaking Colorado College, 1900-'03; deparment of themes and public speech, Kansa State Normal School, since 1903.

M. ELISE MADDUX, *Kindergarten.*

Graduate student in training school for kindergartners, University of Chicago, 1902; student St. Mary's Academy, Knoxville, Ill.; student St. Loui Kindergarten Training School, 1896-'97; teacher in city grades and in city kindergartens; kindergarten teacher, Kansas State Normal School, since 1904.

LILLIAN MAIE DUDLEY, *Modern Languages.*

Graduate three-year course, Kansas State Normal School, 1882; student i Kansas State University, 1884-'87; in New York city, 1892 and 1895; Universit of Berlin, 1904; associate professor of modern languages, Kansas State Norma School, 1882; teacher in grades, Marion, Kan., 1882-'84; private teacher Marion, Kan., 1888-'98; substitute teacher of modern languages, Kansas Stat Normal School, 1899; professor of modern languages, College of Emporia 1900-'03; department of modern languages, Kansas State Normal School, sinc 1904.

PAUL B. SAMSON, *Director of Physical Training.*

M. Didactics, Iowa State Normal School, 1899; graduate Internationa Young Men's Christian Association Training School, 1904; assistant principa of high school, Parkersburg, Iowa, 1900-'01; principal of schools, Aplington Iowa, 1902; director of physical training, Kansas State Normal School, sinc 1904.

GEORGE STANLEY MURRAY,† *Commerce.*

Graduate Oswego State Normal and Training School, Oswego, N. Y., and of the Friends' Academy and Commercial School, Union Springs, N. Y.; teache

† Elected.

commercial subjects, Pickering College, Pickering, Ontario, 1894–'95; teacher in Packard Commercial College, New York city, 1895–1901; head of commercial department, Robert College, Constantinople, Turkey, 1901–'04; teacher Brooklyn Business Institute, 1904–'05; department of commerce, Kansas State Normal School, since 1905.

GERTRUDE AMELIA BUCK, *Library Science.*

Graduate Platteville, Wis., State Normal School, two-year course, 1890, four-year course, 1891; B. L. S., Illinois State University library school, 1904; in charge of reference library in Platteville Normal School, 1887–'90; teacher of district schools, 1896–'97; high-school assistant, seven years; instructor in library, Kansas State Normal School, summer session, 1904; department of library science, Kansas State Normal School, since 1905.

EVA McNALLY, *Associate Professor, English.*

Graduate Kansas State Normal School, three-year course, 1883, Latin course, 1895; graduate Fulton and Trueblood's school of oratory, 1890; B. L., Lincoln College, 1895; Ph. B., University of Chicago, 1897; M. L., University of Wisconsin, 1902; teacher secondary schools, Kansas City, 1883–'90; instructor in Kansas institutes; in Kansas State Normal School, assistant in English, 1890–'97; associate professor of English since 1897.

GEORGE W. ELLIS, *Associate Professor, Mathematics.*

A. B., Hamilton College, 1878; A. M., Hamilton College, 1894; student University of Chicago summer school, 1899; principal of Griffith Institute, Springville, N. Y., 1878–'82; superintendent of schools, Forestville, N. Y., 1882–'86; professor of mathematics and astronomy, Nebraska State Normal School, 1886–'90; professor of Latin, Nebraska State Normal School, 1890–'95; superintendent of schools, Tecumseh, Neb., 1897–'99; instructor in Nebraska institutes; associate professor of mathematics, Kansas State Normal School, since 1900.

MAUD HAMILTON, *Associate Professor, Latin.*

Graduate Latin course, Kansas State Normal, 1896; A. B., Cornell University, 1902; teacher district, village and city schools to 1894; teacher Girard high school, 1896–'97; conductor Lyon county institute, 1905; in Kansas State Normal School, assistant in Latin and pedagogy, 1897–1900; associate professor of Latin since 1902.

ELVA ENOLA CLARKE, *Librarian.*

Graduate Kansas State Normal School, three-year course, 1891, English course, 1892; student Wisconsin summer library school, 1896; librarian Kansas State Normal School since 1892.

MARTHA J. WORCESTER, *Assistant Teacher, English.*

Graduate three-year course, Kansas State Normal School, 1894; teacher in Roscoe schools, superintendent of Graham county schools, 1886–'91; assistant teacher, English, Kansas State Normal School, since 1895.

MARY S. TAYLOR, *Assistant Teacher, Mathematics.*

Graduate Kansas State Normal School, three-year course, 1894, Latin, 1900; A. B., Cornell University, 1902; instructor in Kansas institutes; in Kansas State Normal School, assistant teacher of geography, 1894–'95, assistant teacher of mathematics, 1897–1900, and since 1902.

WILLIAM A. VAN VORIS, *Assistant, Science.*

Graduate Kansas State Normal School, three-year course, 1892, Latin course, 1897; student University of Chicago summer school, 1901 and 1905; principal of Reading schools, 1892–'95; instructed in five and conducted two normal institutes; assistant in Kansas State Normal School since 1895.

LOTTIE ELVA CRARY, *Assistant, Natural History Laboratory.*

Graduate Latin course, Kansas State Normal School, 1896; member Kansas Academy of Science; teacher district and graded schools, Dickinson county, 1882-'84; grades and high school, Council Grove, 1884-1900; high school, Clay Center, 1890-'94; institute instructor; in Kansas State Normal School, laboratory assistant, natural history laboratory, 1895-'97; assistant, natural history laboratory and physical geography, 1897-1902; assistant, natural history laboratory, since 1902.

JENNIE AUGUSTA WHITBECK,* *President's Secretary.*

Graduate Kansas State Normal School, three-year course, 1892, Latin course, 1895, English course, 1895, postgraduate course, 1898; Ph. B., College of Emporia, 1902; teacher Kansas high schools, 1892-'96; office assistant, training department, Kansas State Normal School, 1896-1902; President's secretary since 1902.

HATTIE LUELLA COCHRAN,* *Assistant Teacher, English.*

Graduate Kansas State Normal School, three-year course, 1890, English course, 1898; teacher in public schools, 1890-'97; in Kansas State Normal School, manuscript assistant, 1898-'99; assistant teacher, English, since 1899.

E. ANNA STONE, *Assistant, Kindergarten and Juvenile Course, Piano.*

Student College of Music, Cincinnati, 1892; student Kansas State Normal School, 1894; special work with Mr. Cady, Chicago, summer of 1899; assistant teacher, kindergarten and juvenile course, piano, Kansas State Normal School, since 1895.

ETHEL McCARTNEY, *Assistant Critic Teacher, Model Intermediate.*

Graduate three-year course, Kansas State Normal School, 1891; student kindergarten course, Kansas State Normal School; student Bay View, Mich., Summer University, 1897; student summer school, Pedagogic Institute, Chicago, 1900; student summer school of education, Chicago University, 1904; teacher primary grades, seven years, 1891-'98; principal ward school, Lawrence, 1898-1900, two years; instructor in institutes; assistant critic teacher, model intermediate, Kansas State Normal School, since 1900.

ALICE G. HAGGART, *Assistant Physical Director and Head Nurse.*

Graduate Cushing Hospital, Boston, Mass., 1894; graduate Sargent School of Physical Training, 1897; special student, Boston Normal School of Gymnastics, 1897-'98; student Harvard Summer School of Physical Training, 1903-'04; hospital assistant, operating department, Cushing Hospital, 1897-'98; superintendent of nurses, Cushing Hospital, 1898-1901; private nursing, 1902-'03; assistant physical director and head nurse, Kansas State Normal School, since 1903.

KATHARINE PEARL STUCKEY, *Library Cataloger.*

Graduate Kansas State Normal School, three-year course, 1893, Latin course, 1894; student assistant, Kansas State University library, 1895; student library school, Drexel Institute, Philadelphia, 1899-1900; in Kansas State Normal School, President's stenographer, 1895-'99, and 1900-'02; library cataloger and instructor in typewriting, 1902-'05; library cataloger since 1902.

IVA E. PURDUM,* *Office Assistant, Training Department.*

Graduate Kansas State Normal School, Latin course, 1901; manuscript assistant, 1901-'04; office assistant, training department, since 1904.

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* Resigned.

LUCY M. ROBB,* *Assistant, Piano.*

Student Kansas State Normal School; graduate, piano, Kansas State Normal School, 1901; graduate, voice, Kansas State Normal School, 1905; student Kansas State Normal School, 1894-1902; music student, Kansas State Normal School, 1900-'01; teacher public schools, 1892-'93, 1896-'98; assistant, piano, Kansas State Normal School, since 1901.

ANNA E. SNYDER, *Assistant Critic Teacher, Special Classes.*

Graduate three-year course, 1902, Latin course, 1904; student, Winfield College, 1894-'95; teacher Augusta schools, 1887-'94; teacher Augusta high school, 1895-'99; teacher Emporia city schools, 1902-'03; assistant critic teacher, grammar school and special classes, Kansas State Normal School, since 1903.

KATE SHARRARD, *Assistant Critic Teacher, Grammar School.*

Graduate three-year course, Kansas State Normal School, 1902; student University of Chicago school of education, 1902; teacher city schools, Atchison, 1895-1901; assistant, training department, since 1902.

KATHERINE MORRISON, *Assistant Teacher, Drawing.*

Graduate three-year course, Kansas State Normal School, 1901; student Bradley Polytechnic Institute, summer term, 1904; assistant principal La Cygne high school, 1901-'02; assistant teacher of drawing, Kansas State Normal School, since 1903.

ROBERT T. BLAIR, *Assistant, Stringed Instruments.*

Student with Edgar B. Gordon, Chicago, 1901-'02; graduate of violin course, Kansas State Normal School, 1902; teacher in district schools of Lyon county, 1900-'01; teacher, department of stringed instruments, University of New Mexico, Albuquerque, 1902-'03; assistant, stringed instruments, Kansas State Normal School, since 1904.

MAUDE E. MACKENZIE, *Registrar.*

In Kansas State Normal, student, 1896-'97 and 1898; finished shorthand course, 1898; President's stenographer, 1899-1900; teacher of stenography, 1898-1905; registrar since 1901.

GRACE MILDRED LEAF, *Assistant, Library.*

Graduate three-year course, Kansas State Normal School, 1904; teacher in Jewell county district schools, 1898-1900; assistant, library, Kansas State Normal School, since 1901.

BURT W. HAGGERTY, *President's Secretary.*

Graduate Kansas State Normal School, 1904; teacher district schools, Osage county, 1898-'99; teacher grammar grades, Overbrook, 1901-'02; assistant principal Overbrook high school, 1902-'03; general office assistant, 1904-'05.

JOHN STERLING BIRD,† *General Assistant, English.*

Graduate Kansas State Normal School, Latin course, 1905; taught in public schools, 1898-1902; vice-president Northwest Kansas Teachers' Association, 1903; general assistant, English department, Kansas State Normal School, 1905.

CLAIR K. TURNER,† *Student Assistant, Physical Training Director, part time.*

Director physical training, Parsons, Kan., Y. M. C. A., 1903-'05.

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* Resigned.

† Elected.

MARIAM WOODSIDE,* *Student Assistant, Department of Elocution and Oratory, part time.*

LUELLA PRATT, *Student Stenographer and Typewriter, part time.*

W. L. HOLTZ, *Assistant Teacher, Latin, Summer School.*

AURA E. FITCH, *Teacher Drawing, Summer School.*

FLORENCE E. HEATH, *Nurse and Assistant Physical Training Teacher, Summer School.*

JENNIE WILLIAMS, *Assistant Critic Teacher, Grammar-school Grades, Summer School.*

HORATIO S. DWELLE, *Assistant Laboratory, Summer School, part time.*

FRED. E. LINDLEY, *Assistant Laboratory, Summer School, part time.*

N. ELSIE GARDNER,† *Student Assistant, Department of Elocution and Oratory, part time.*

RALPH HEMENWAY,† *Student Assistant to President's Secretary, part time.*

MABEL MILLER,† *Student Assistant to Financial Secretary, part time.*

MAYME EBLING,† *Assistant, Piano.*

PEARL BRANN,† *Student Assistant, Voice, part time.*

MABEL RHODES,† *Student Assistant, Piano, part time.*

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* Resigned.
† Elected.

Faculty Committees.

ATHLETICS.—Mr. Samson, Miss Haggart, Mr. Rhodes, Mr. Newman, Mr. Triplett, Mr. Murray.

BANQUET EQUIPMENT.—Miss Jones, Miss Hamilton.

CHRISTIAN ASSOCIATIONS.—Mr. Ritchie, Miss Dudley, Miss Marsland, Mr. Bird.

COURSE OF ENTERTAINMENTS.—Mr. Boyle, Miss McCartney, Miss Sharrard.

COURSE OF STUDY.—Mr. Hill, Miss Taylor, Mr. Iden, Mr. Ellis, Mr. Wilber.

DECORATIONS.—Miss Gridley, Miss Snyder, Mr. Abbott.

EXTRA WORK.—Mr. Payne, Miss Worcester, Miss Mackenzie.

GROUNDS.—Mr. Wooster, Mr. Van Voris.

LIBRARY.—Miss Clarke, Miss Buck, Miss Stuckey, Miss Leaf.

LOCAL RELATIONS.—Miss Whitney, Miss Morrison.

PLACES AND RECOMMENDATIONS FOR SENIORS.—Mr. Glotfelter, Miss Harris, Miss Maddux.

PRINTING.—Mr. Ellsworth, Miss McNally, Miss Crary.

RESERVED SEATS.—Mr. Haggerty, Miss Pratt.

Janitors.

WILLIAM H. BOYLES.....Head janitor and engineer.
CHAS. D. FRANKENBERGER..Assistant janitor.
L. E. SANBORN.....Assistant janitor.
JOHN PROSSER.....Fireman.
F. O. RINDOM.....Student night-watchman, part time.
E. L. THOMPSON.....Student night-watchman, part time.

Other students served a part of the year each as night-watchmen or assistant janitors, part time.

MODEL PRIMARY DEPARTMENT.

Register of Students.

June, 1904, to May, 1905.

NOTE.—In parenthesis, at the right of the names, abbreviations show course completed, as follows:

Graduates: (Eng.), English; (Lat.), Latin in life-certificate course; (Po.), Piano; (Ve.), Voice; (Vlo.), Violoncello; (Vn.), Violin in music course.

Graduates and undergraduates: A single letter indicates the Normal class. Numbers show work as follows: 1, Irregular and special; 2, Grammar-school seniors; 3, Kindergarten training, full time; 4, Kindergarten training, part time; 5, Stenography; 6, Typewriting; 7, Library training; 8, Piano; 9, Voice; 10, Harmony; 11, Organ; 12, Singing; 13, Stringed instruments; 14, Model school; 15, Kindergarten.

Graduates.

LIFE-CERTIFICATE COURSE.

Barnett, Linna, (Lat.)
Emporia.

Bassett, Albert J., (Lat.)
Dover.

Bird, John Sterling, (Lat.)
Atwood.

Bullimore, Richard, (Lat.)
Scott.

Coffey, Anna Lois, (Lat.)
Macomb, *Ill.*

Coleman, Roy Elmer, (Lat.)
Overbrook.

Davis, Harry Jefferson, (Lat.)
Mingo.

Davis, Winifred Lloyd, (Lat.)
Emporia.

Decker, Albert Irven, (Lat.)
Lafontaine.

Dwelle, Horatio S., (Eng.)
Emporia.

Filley, Elma A., (Lat.)
Burlingame.

Fleming, John Austin, (Lat.)
Buffalo.

Francis, Etta, (Lat.)
Beloit.

Francisco, Fannie, (Lat.)
Cimarron.

Gerteis, Amelia, (Eng.-Ger.)
Derby.

Greever, Helen, (Eng.)
Emporia.

Grubbs, Ora F., (Lat.)
Neosho Falls.

Hall, Vesta, (Lat.)
Emporia.

Henderson, Robert L., (Eng.)
Emporia.

Johnson, Hattie May, (Eng.)
Emporia.

Jones, Margaret, (Lat.)
Emporia.

Lilly, Maud, (Eng.)
Emporia.

Millar, Myrtle Josephine, (Eng.)
Emporia.

Olin, Mabel M., (Lat.)
La Cygne.

Painter, Nellie Gertrude, (Eng.)
Beverly.

Pinet, Frank Leo, (Lat.)
Emporia.

Raburn, Geo. Ellsworth, (Lat.)
Howard.

Rees, William Gwyn, (Eng.)
Grantville.

GRADUATES.

LIFE-CERTIFICATE COURSE.

Roberts, Eda Isabella, (Lat.)
Princeton.

Ruppenthal, A. Barbara, (Eng.)
Russell.

Sayre, Alva H., (Lat.)
Emporia.

Sequist, Minnie, (Eng.)
Eskridge.

Sherrill, Estella V. L., (Lat.)
Carmen, *Okla.*

Thompson, Earl L., (Lat.)
Colony.

Thompson, George O., (Lat.)
Olivet.

Warkentin, John H., (Lat.)
Hillsboro.

Whitelaw, Roy S., (Lat.)
[illegible]

Woodside, Mariam, (Eng.)
Yates Center.

Wooster, Lyman Dwight, (Lat.)
Emporia.

MUSIC COURSE.

Boyd, Laura B., (Po.)
Grand River, *Iowa.*

Brann, Pearl I., (Ve.)
Lincoln.

Ebling, Mayme E., (Po. and Ve.)
Downs.

Meyer, Nellie A., (Sch. Mus.)
Anthony.

Rhodes, Mabel E., (Po.)
Emporia.

Robb, Lucy M., (Ve.)
Emporia.

Van Laningham, Augusta M.
Ashland.

NEW BUILDING FOR TRAINING SCHOOL.

Undergraduates.

Louise, (A).
St. Paul.
am, Cecil, (14).
Emporia.
am, Iva Verd, (A).
Emporia.
, M. Zelma, (A).
Portis.
, Gertrude, (A).
Wilsey.
, Frank Robert, (A).
Moline.
on, Charles R., (C).
Erie.
Jessie G., (F).
Wells.
, Edna L., (F).
Hiawatha.
Anna Byrdsley, (A).
Council Grove.
E. L., (1).
Council Grove.
Mary Alice, (1).
Oskaloosa.
Minnie, (A).
Oskaloosa.
l, Ilda, (14).
Emporia.
, Henry Bascom, (H).
Burlington.
, Kate,
Burlington.
son, Anna E., (B).
Americus.
son, Lucy, (1).
Emporia.
ws, Laurin Lundy, (H).
Solomon City.
ws, Mary, (1).
Emporia.
r, Elva, (C).
Colby.
trong, Jessie, (B).
Lyons.
d, Jane, (14).
Emporia.
son, Etta, (A).
Burdick.
od, Blanche, (A).
Auburn.

Atwood, Lela, (A).
Auburn.
Austin, Grace B., (E).
Dinas.
Austin, Mrs. Mary E., (A).
Emporia.
Ayers, Cora Etta, (B).
Emporia.
Bacon, Evelyn M., (A).
Emporia.
Badger, Mildred, (1).
Morris.
Bailey, Elsie, (A).
Emporia.
Bailey, Ilena, (D).
Winkler.
Bain, Mollie, (1).
Bushong.
Baird, Mary M,, (H).
Cherryvale.
Baird, Maude Maria, (E).
Clay Center.
Baker, Anna L., (1).
Burlington.
Baker, Margaret, (C).
Emporia.
Baker, Opal I., (A).
Emporia.
Baker, Pearl M., (E).
Emporia.
Baker, Roy Garfield, (D).
Jefferson.
Baldwin, Lucy, (B).
Neodesha.
Baltz, Henry, (F).
Attica.
Banta, Linn, (1).
Topeka.
Baptist, Eleanor, (B).
Uniontown.
Barcus, Dollie, (1).
Portis.
Bargar, Lydia J., (A).
Carmen.
Barlow, Kate, (A).
Belvidere.
Barnes, Elias B., ( ).
Emporia.
Barnes, Frances Serene, (C).
Emporia.

UNDERGRADUATES.

Barnes, Goldie, (B, 9).
Emporia.
Barnes, Nellie, (F).
Rosedale.
Barnes, Verne A., (E).
Emporia.
Barnet, Mildred, (15).
Emporia.
Barnett, M. T., (D).
North Branch.
Barnhart, Ethel Florence, (A).
Centropolis.
Bartholomew, Elbert T., (F).
Rockport.
Bassett, Maude, (A).
Eureka.
Baugh, Clarence, (1).
Emporia.
Baugher Daniel A., (H).
Kinsley
Baumgardner, Bernice, (1).
Emporia.
Baumgardner, Fred, (14).
Emporia.
Beach, Otis W., (B).
Paola.
Beach, Sylvia, (D).
Emporia.
Becker, George, (1).
Emporia.
Becker, Mary, (C).
Logan.
Beckwith, Edith, (1).
Burlington
Beecher, Mary, (A, 9).
Hill City.
Behm, Gertrude, (F).
Marysville.
Beightel, Orpha May, (B).
Horton.
Bell, Devolia J., (B).
Marshall, *Mo.*
Bement, Emma, (A).
Kingman.
Bement, May E., (A)
Kingman.
Bender Blanche, (A).
Miltonvale.
Beneficl, Bessie, (C).
Kingman.
Bennett, Anna, (B).
Delphos.
Bennett, Clifford H., (E).
Lenora.

Berrier, Mildred, (D).
Emporia.
Berry, Emma, (A).
Gognac.
Berry M Luvenia, (B).
Gognac.
Berry, Paul, (14).
Emporia.
Bertch, Corda, (A).
Emporia.
Bicksler Ella May, (A, 5, 6).
Emporia.
Bigalow Ella Louisa, (A).
Garnett.
Biggs, Jessie L., (1).
Potwin
Billingsley, Elsie, (A).
Marysville.
Bingham, Tillie Anna, (B).
Fredonia.
Binns, Nellie, (A).
Rossville.
Bird, M. H., (A).
Atwood.
Bird, Mrs. Mattie L., (1).
Atwood.
Blackwood, Cora, (C).
Emporia.
Blackwood, Elsie, (14, 13).
Emporia.
Blair, Annie, (H).
Emporia.
Blair, Jane, (F, 9).
Emporia.
Blair, Robert Thomas, (1).
Emporia.
Blakely, Georgiana, (14).
Emporia.
Blakely, Eliza Myrtle, (B).
Madison
Blanchard, Winifred, (F, 9).
Kinsley
Bland, Laura, (B).
Eureka.
Blank, Karl Edwin, (14).
Emporia.
Bobbitt, Decia Mary, (14).
Emporia.
Bobbitt, Elmer (A).
Lafontaine.
Bockway, Edith L., (A).
Rush Center.
Bogue, Clara, (B).
Jamestown.

UNDERGRADUATES.

Bolton, Grace, (A).
Wamego.
Bolton, Mary, (A).
Wamego.
Bookout, Vera, (A).
Olathe.
Bosley, Vada, (H).
Emporia.
Bostwick, Ella, (D.)
Iola.
Bourke, Emma Theresa, (A).
Pomona.
Bourke, Leo, (A).
Pomona.
Bourke, Margaret Edna, (B).
Pomona.
Bowers, David, (1).
Centropolis.
Bowers, Fred, (14).
Emporia.
Bowersox, Erma, (A).
Wayne.
Bowersox, O. L., (A).
Emporia.
Boyd, Deane, (1).
McLouth.
Boyd, Floy, (1).
McLouth.
Boyd, Laura, (8, 9).
Grand River, *Iowa.*
Boyle, Carl S., (F).
Emporia.
Boyles, Ralph Arthur, (H).
Emporia.
Bradfield, Hattie E., (1).
Madison.
Brainard, Mary, (14).
Emporia.
Braly, S. H., (A).
Washington.
Brandley, Flo, (8, 10).
Matfield Green.
Brann, Pearl I., (Ve., D, 9, 10).
Lincoln.
Brennan, Edward P., (A).
Marysville.
Brennan, F. Thos., (A).
Marysville.
Brethour, Clara E., (A).
Green.
Brigham, Miva, (1, 8).
Emporia.
Bright, I. J., (E).
Hutchinson.

Brislen, Jessie Mae, (A).
Emporia.
Brittain, Pearl, (8, 10).
Emporia.
Britton, Bertha, (C).
Topeka.
Brodie, Margaret, (14).
Emporia.
Brodie, Mary, (14).
Emporia.
Brookens, Elgie Clifford, (H).
Harlan.
Brooks, Bessie M., (D).
Emporia.
Brooks, Minnie Bruce, (D).
Parsons.
Broughton, Jennie Belle, (F).
McPherson.
Brown, Allen, (15).
Emporia.
Brown, Clara A., (H).
McPherson.
Brown, Mrs. Delia, (A, 7).
Salina.
Brown, C. Effie, (C).
Belleville.
Brown, Edward Macaulay, (A).
Greensburg.
Brown, Estella, (1).
Emporia.
Brown, Frank Emerson, (F).
Garnett.
Brown, Frances L., (H).
Emporia.
Brown, Fred, (14).
Emporia.
Brown, George E., (F).
Emporia.
Brown, Hazel, (14).
Emporia.
Brown, Howard, (14).
Emporia.
Brown, James, (14).
Emporia.
Brown, J. M., (A).
Dunlap.
Brown, Laura, (C).
Belleville.
Brown, Mamie, (B).
Neal.
Brown, Maude, (1).
Emporia.
Brown, Nettie, (A).
Junction City.

UNDERGRADUATES.

Brown, Ora, (14).
Emporia.
Brown, Royal Allen, (H).
Emporia.
Brown, Sybil, (14).
Emporia.
Brown, Warwick F., (A).
Belvue.
Brownell, Sargent, (13).
Emporia.
Browning, Fern Evelyn, (C).
Cherryvale.
Browning, Ruth, (A).
Chanute.
Brutchin, Bessie Lee, (A)
Le Roy.
Bryant, W. Jesse, (A).
Perry.
Bryant, Mattie, (B).
Norton.
Bull, Fred G., (A).
Kipp.
Burger, Nellie Estella, (C).
Winfield.
Burk, Ethel, (A).
Clifton.
Burke, Anna, (1).
Flint Ridge.
Burke, Emma G., (A, 8).
Dwight.
Burke, Ernest A., (B).
Flint Ridge.
Burke, Kathryn, (1).
Emporia.
Burnett, Leroy, (A).
Jetmore.
Burr, M. Gertrude, (1).
Mina.
Burr, Myrtle E., (1).
Mina.
Burroughs, C. L., (1).
Shaw.
Burt, J. H., (A).
Lincoln.
Busenbark, Nannie L., (B).
Eskridge.
Bush, Fannie, (A).
Dodge City.
Butcher, Charles A., (C).
Wathena.
Butler, Martha, (1, 13).
Englewood.
Butler, Olive Elizabeth, (C).
New Murdock.

Butts, Elsina, (1).
Fredonia.
Buxton, Cora G., (H).
Emporia.
Buxton, Edward, (F).
Linndale.
Buxton, Walter, (B).
Linndale.
Byers, Fred, (A).
Hepler.
Byerts, Lily Beatrice, (B).
Hill City.
Byram, Eunice, (E).
Cedar Point.
Byram, Jennie, (15).
Emporia.
Cagney, Helen Morilla, (A).
Kansas City, *Mo.*
Calkins, Evangeline Calista, (A
Marysville.
Callark, Henry, (A).
Chandler, *Okla.*
Campbell, Bertha A., (1).
Clyde.
Campbell, Frank Griswold, (14)
Emporia.
Canavan, Alice Dorothy, (E).
Junction City.
Cannon, Thos. R., (A).
Emporia.
Carlson, Charles E., (A).
Leonardville.
Carlson, Martha, (B).
Almena.
Carson, Alberta, (A).
Valeda.
Carson, W. E., (B).
Urbana.
Carter, Ernest, (1).
Utopia.
Carter, Gulielma, (A).
Galena.
Carter, James, (14).
Emporia.
Carter, Jessie M., (A, 9).
Macksville.
Castle, Pearl, (A).
Emporia.
Castleberry, Ida M., (D).
McCune.
Chaffee, Amy B., (A).
Little River.
Chaffee, Orville Fred Milo, (14).
Little River.

UNDERGRADUATES.

essie Rell, (A).
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Dora, (B, 8, 10).
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arence C., (14).
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Ethel, (D?).
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Villiam Roy, (H).
a.
Abbie, (A).
City.
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E., (B).

Cole, Alvin, (14).
Emporia.
Cole, Clark Stewart, (A).
Manhattan.
Cole, F. J., (B).
Atchison.
Cole, Harry, (14).
Emporia.
Cole, William, (14).
Emporia.
Coleman, Cora E., (A).
Emporia.
Coleman, Edna Elvira, (14).
Emporia.
Coleman, Eunice Ella, (A).
Emporia.
Coleman, Mary Lillian, (A).
Emporia.
Coleman, J. Sidney, (14).
Emporia.
Collins, Lillie B., (B).
Hall's Summit.
Collins, Winnie W., (1).
Fredonia.
Combs, Edna May, (14).
Emporia.
Combs, Belle Hazel, (14).
Emporia.
Cone, James Harold, (14).
Emporia.
Cone, Mrs. Permelia Walton, (H).
Emporia.
Conner, Clara, (1).
Grenola.
Conron, Ada, (8).
Wakarusa.
Cook, Annabelle, (F).
Topeka.
Cook, Mabelle E., (1).
Junction City.
Cook, Myrtle, (13).
Camchester.
Coon, Inez W., (A).
Emporia.
Coover, Oakey D., (H).
Farmersburg.
Cooper, Estelle, (D).
Newton.
Copeland, Lora M., (B).
Eskridge.
Corcoran, John P., (C).
Troy.
Cosgrove, Clarence, (1).
McLouth.

UNDERGRADUATES.

Cosgrove, Helen, (F).
Hartford.
Cotton, Lilla May, (H).
Colony.
Coughlin, Charles Francis, (A).
Edgerton.
Coulson, Alva, (14).
Emporia.
Courtney, Grace, (D).
Ackerland.
Covert, Lida K., (C).
Emporia.
Covert, Timon, (C).
Emporia.
Cowan, Arthur M., (D).
Athol.
Cox, Byrl, (8).
Emporia.
Cox, George Washington, (D).
Rose.
Cox, Stephen Leighty, (C).
Rose.
Craig, Loraine, (15).
Emporia.
Craig, William Edwin, (B).
Galesburg.
Crain, Addie, (A).
Muscogee, *I. T.*
Crammond, Mabel, (A).
Clifton.
Crawford, Helen D., (1).
Rock.
Crawford, Susie F., (F).
Paola.
Creel, Grace, (B).
Lawrence.
Creel, Nannie, (A).
Lawrence.
Crimm, Bernice, (C).
Council Grove.
Crofoot, Edna A., (B).
Wilson.
Cromer, Lucella, (H).
Emporia.
Crow, Beulah, (C, 8).
Kinsley.
Crozier, Aletha V., (B).
Burdett.
Culley, Elmer, (A).
Earlton.
Cummings, Minnie Bright, (B).
Emporia.
Cummins, Ella F., (A).
Strawn.
Cunning, Loren, (1).
Burlington.
Cunningham, Ella, (5, 6).
Emporia.
Cunningham, Helen, (15).
Emporia.
Currens, Eva Ree, (A).
Eskridge.
Curry, Bessie, (A).
Strawn.
Curry, Mary, (A).
Tampa.
Curtis, L. Arian, (A).
Ottawa.
Curtis, Charles, (1).
Wallula.
Curtis, Ethel, (A).
Ottawa.
Curtis, George, (B).
Burdett.
Custer, J. O., (C).
St. George.
Cutler, Basima Trent, (A).
Muskogee, *I. T.*
Dale, Elizabeth, (A).
Neosho, *Mo.*
Daniel, Orphia, (H).
Emporia.
Daniels, Ellen, (D).
Athol.
Danks, Foy, (13).
Lakeland.
Danks, Otsie May, (A).
Lakeland.
Darrough, Edith Goldie, (8)
Emporia.
Darrough, Mark E., (B).
Emporia.
Davidson, Aubrey, (B).
Webber.
Davidson, Mary E., (B).
Girard.
Davidson, Nellie, (1).
Burlington.
Davies, Ivor, (A).
Lebo.
Davies, Sarah, (B).
Bala.
Davis, C. B., (A).
Mingo.
Davis, Clyde L., (C).
North Topeka.
Davis, George T., (1).
Emporia.

UNDERGRADUATES.

Davis, H. D., (B).
Peck.
Davis, Jennie, (1).
Comiskey.
Davis, Lizzie M., (A).
Rozel.
Davis, Mamie Alice, (F).
Emporia.
Davis, Millie, (1).
Emporia.
Davis, Nannie Lee, (E).
Peck.
Davis, Rilda, (A).
Bucklin.
Davis, Vesta, (D).
Stockton.
Davis, Walter, (C).
Wathena.
Davison, Mary Hall, (C).
Redfield.
Dawson, Lulu B., (F).
Emporia.
Day, Bessie, (A).
Girard.
Day, Wincy E., (A, 8).
Colony.
Dean, Mabel, (A).
Peabody.
Decker, Homer, (A).
Lafontaine.
Deweese, Cama E., (D).
Emporia.
Deweese, Eva, (E).
Emporia.
Dezell, Inez Belle, (B).
Hill City.
Dickey, Etta E., (A).
Emporia.
Dickinson, Edith, (15).
Emporia.
Dillon, C. Pearl, (A).
Hope.
Dillon, Frances, (A).
Tonganoxie.
Dillon, Lela A., (A, 13).
Hope.
Dimon, Chas. A., (C).
Clay Center.
Dixon, Alice L., (1).
Belleville.
Dixon, Grace, (1).
Laclede.
Dodge, Alice Everett, (B).
Emporia.

Doll, Emma P., (C).
Larned.
Douglass, Adelaide, (14).
Emporia.
Douglass, Mary Agness, (14).
Emporia.
Douglass, Charlie, (14).
Emporia.
Dowd, Gertrude, (B).
Oatville.
Dowden, Abigail Wallace, (14).
Emporia.
Dowden, Edith, (14).
Emporia.
Downs, Thomas P., (C).
Belot.
Doyle, Dorothy (F).
Council Grove.
Drake, Frank, (F).
Wetmore.
Drake, Katie, (A).
Wetmore.
Duckworth Horatio C., (H).
Cherryvale.
Duggan, Katherine, (A).
Reading
Dulohery, Alice, (A).
Longford.
Dunfield, Edna F., (A).
Lebo.
Dunlap, E. C., (A).
Piedmont.
Dunn, P. K., (1).
Laurel.
Dunton, Willis L., (13, 9, 10, F, C)
Emporia.
Durrin Anna, (A).
Altoona.
Durrin, Edith, (1).
Altoona.
Durrin, May, (1).
Altoona.
Duvall, L. M., (D).
Glasco.
Dwelle, Lois, (A).
Chanute.
Eagle, Laura, (1).
Westphalia.
Easley, B. Anna, (D).
Elk City.
Eaton, Z. A., (B).
Emporia.
Ebling, Mayme E., (8, 9, 10).
Downs.

UNDERGRADUATES.

Eddy, Edith A., (A).
Rossville.
Edgecomb, George, (A).
McPherson.
Elder, Gwendolyn, (D).
Emporia.
Eldridge, Emma, (1).
Barclay.
Elliott, Edith Eva, (14).
Emporia.
Elliott, James William, (B).
Emporia.
Elliott, Mamie, (14).
Emporia.
Ellis, Olive Blanche, (A).
Emporia.
Ellis, Evelyn, (14).
Emporia.
Ellis, Jackson, (E).
Emporia.
Ellis, Mildred, (F).
Emporia.
Ellis, Nellie R., (E).
Topeka.
Ellis, Ruth, (C).
Emporia.
Ellis, Sibyl, (14).
Emporia.
Elmore, Elbridge, (A).
Melvern.
Elmore, Lela L., (A).
Wichita.
Elwood, Chas. P., (A).
Bellaire.
Emmett, Stella O., (A).
Hiattville.
Engle, J. G., (A).
Emporia.
Engle, Lawrence Emerson, (13).
Emporia.
Engle, N. Ferd, (B).
Galesburg.
Engle, Lowell, (13).
Emporia.
Enlow, Margaret, (C).
Wabaunsee.
Epley, Gertrude D., (A).
Lawrence.
Epley, Hattie, (1).
Lawrence.
Epp, Dora M., (A).
Brule, *Okla.*
Ernst, Lena, (D).
Lansing.
Errett, Lura, (A).
Gridley.
Essick, Katherine, (E).
Kanopolis.
Ester, Ida C., (B).
Peck.
Evans, Alta M., (C).
Holton.
Evans, Clyde E., (A).
Emporia.
Evans, Elsie, (B).
Argentine.
Evans, Gomer E., (1).
Lebo.
Everett, Ida A., (8).
Rose.
Everett, Mollie, (A).
Rose.
Ewen, James S., (F).
Colony.
Ewers, Jessie, (E).
Sedan.
Fairchild, Mary A., (F).
Emporia.
Farquharson, Adella, (C).
Lincoln.
Faurot, Ralph Emerson, (A).
South Haven.
Faust, Irving, (14).
Emporia.
Faust, Mildred, (15).
Emporia.
Fawcett, Donald, (14).
Emporia.
Fawcett, Hazel, (C).
Emporia.
Fawcett, Lucy M., (C),
Emporia.
Fearing, Frank, (8).
Emporia.
Fees, Blanche Olive, (B).
Holton.
Fees, Iva Pearl, (C).
Holton.
Felker, Florence R., (C).
Hoyt.
Felker, Mabel A, (F).
Hoyt.
Felkner, Margaret A., (D).
St. Marys.
Fenlon, Laura Vyrl, (14).
Emporia.
Fent, Hadley, (B).
Tint.

UNDERGRADUATES.

Fent, Libbie, (D).
Tint.
Fent, Sadie, (1).
Tint.
Ferguson, Anna, (1).
Mankato.
Ferguson, Bernice, (A).
Ottawa.
Ferguson, Ellen M., (A).
Mankato.
Ferguson, Kate, (C).
Parsons.
Ferguson, Mabel J., (A).
Topeka.
Fickel, Elmer L., (B).
Agenda.
Field, Harry, (A).
Yates Center.
Finch, Cora, (B).
White Water.
Fink, Mamie E., (D).
Winfield.
Finlayson, Edith E., (F).
Summerfield.
Finley, Lillian Maude, (E).
Cherryvale.
Finley, Rose, (D).
Cherryvale.
Firth, Horatio H., (13).
Emporia.
Fisher, Bonnie, (A ?).
Emporia.
Fisher, Flora, (E).
Topeka.
Fisher, Natta, (F).
Emporia.
Fisher, T. H., (B).
Emporia.
Fleming, Iva, (A).
Buffalo.
Fleming, Nettie, (A).
Hill City.
Fleming, Tom, (15).
Emporia.
Ford, S. W., (A).
Emporia.
Forde, Edgar M., (D).
Emporia.
Forde, William Ingram, (A).
Emporia.
Fordyce, Edward, (A).
Emporia.
Foster, Annette, (H).
Hays City.

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Foster, Kathleen, (B).
Grenola.
Fouts, Bessie L., (D).
Frankfort.
Fowler, Cora M., (A, 13).
Ford.
Fowler, Emma E., (A ?).
Ford.
Fowler, Wendell, (15).
Emporia.
Frankenberger, Donald, (13, 14).
Emporia.
Frantz, Maurice, (1).
Burlington.
Frazer, Leila, (H).
Carbondale.
Free, Flora N., (A).
Chetopa.
Freeman, Bonnie E., (A).
El Dorado.
Freeman, Katharine M., (A).
El Dorado.
French, Esther, (15).
Emporia.
Fridley, John B., (D).
Marion.
Frith, Mary McDonough, (14).
Emporia.
Fritz, Emily, (A).
Beattie.
Frogge, Mrs. Loretta R., (D).
Erie.
Fulker, Stella B., (A).
Oketo.
Fuller, A. Florence, (14).
Emporia.
Fuller, Joseph A., (1).
Madison.
Fuller, Mollie, (A).
Emporia.
Fulton, Adrienne, (8, 10).
Idana.
Fulton, Florence, (1).
Topeka.
Funk, John C., (B).
Lehigh.
Gaddis, Hugh Lawrence, (F).
McCune.
Gadelman, Anna, (A).
Ottawa.
Gaffney, George, (14).
Emporia.
Gaffney, Herbert, (14).
Emporia.

UNDERGRADUATES.

Gahan, George, (14).
Emporia.
Gailey, E. Blanche, (A).
Colony.
Gallagher, Amelia Mary, (D).
Emporia.
Gallagher, Grace G., (B).
Emporia.
Gambill, William G., (E).
McCune.
Gamble, Lena, (C).
Tonganoxie.
Gamertsfelder, Clyde C., (A).
Burlington.
Gardner, Cora Lydia, (A).
Carbondale.
Gardner, Frederick Harold, (1).
Emporia.
Gardner, N. Elsie, (E).
McLouth.
Garlick, Mrs. Mattie Secrest, (A)
Las Vegas, *N. M.*
Garner, Jennie, (A).
Lafontaine.
Garner, J. T., (A).
Lafontaine.
Garretson, G. G., (1).
Wilsey.
Garrison, Mark A., (B).
Waverly.
Garrison, Oscar, (A).
Waverly.
Garrison, Rose, (B).
Pond Creek, *Okla.*
Gasche, Grover W., (A).
Olpe.
Gause, Winona, (14).
Emporia.
Gerteis, Louise, (E).
Derby.
Gibson, Mrs. M. I. L., (F).
Emporia.
Gift, Mary Alice, (F).
Smith Center.
Gilbert, Jessie Mae, (B).
Emporia.
Gilchrist, Howard, (1).
Emporia.
Gildart, Fannie, (1).
Thayer.
Gildersleeve, Evelyn Belle, (C).
Yates Center.
Gill, Mabel Ruth, (A).
Clyde.
Gist, Joseph Ray, (C).
Bushong.
Gist, Tippia, (A).
Bushong.
Glass, Oceola, (D).
Augusta.
Glasscock, Henrietta Edith,
Moline.
Goble, Jesse, (1).
Piper.
Goble, Louis, (1).
Piper.
Goble, Robert, (14).
Piper.
Goggin, Julia, (A).
Junction City.
Good, Alvin, (C).
Cimarron.
Gordon, Addie, (A).
Hennessey, *Okla.*
Gordon, Isabel N., (A).
Emporia.
Gore, Alvin G., (C).
Oswego.
Gorrell, Jennie, (14).
Emporia.
Gosney, Louise, (A).
Goddard.
Gough, James, (1).
Oak Valley.
Gough, William, (A).
Elk City.
Graham, Eva B., (A).
Blue Mound.
Graham, Pearl M., (1).
Blue Mound.
Grant, Leila, (1).
Columbus.
Graves, Ina, (B).
Emporia.
Graves, Scott S., (F).
Emporia.
Graves, Stella, (C).
Emporia.
Gray, Astor, (14).
Emporia.
Gray, Cenie, (A).
Geneva.
Gray, Evan Dent, (15).
Emporia.
Gray, Frank P., (B.).
Clay Center.
Green, Fannie S., (H).
Emporia.

UNDERGRADUATES.

Green, Katherine, (A).
Cawker City
Green, Mary (A).
Williamsburg.
Greening, Harriet, (A).
Parker.
Greenleaf, Rock, (1).
Elk City.
Gridley, Mary Thomas, (7, 6).
Emporia.
Groendyke, John, (F).
Pleasanton.
Groft, Mary (C).
Wa Keeney.
Groh, Anna, (14).
Emporia.
Groh, Jonas, (14).
Emporia.
Grosser Emily Caroline, (H).
Enterprise.
Grove, Blanche A., (B).
Emporia.
Grubbs, Bertha, (15).
Emporia.
Grundy, Ruth, (8).
Alva, *Okla.*
Gruwell, Elvin, (14).
Emporia.
Gruwell, Francis W., (H).
Oakley
Guettel, Dora, (14).
Emporia.
Guild, Edith, (A).
Auburn.
Guilfoil, R. Irena, (1).
Osage City
Guthrie, F. Maude, (B).
Eskridge.
Guthrie, Martha, (A).
Neola
Haan, Anna, (1).
Burlington.
Haggerty, Burt W., (H).
Lyndon.
Hagstrom, Arthur O., (A).
Vilas
Hahn, Margaret, (A).
Republic.
Hail, Will, (A).
Emporia.
Hakes, Frances E., (B).
Clyde.
Hall, Durell, (14).
Emporia.
Hall, Elizabeth, (15).
Emporia.
Hall, P. Grace, (A).
Reading.
Hall, Mary E., (A).
Emporia.
Hallicy, Edward, (1).
Weir City.
Hamer, Dorothy, (15).
Emporia.
Hamer, Mary Irene, (14).
Emporia.
Hamilton, Georgia, (A).
Emporia.
Hancock, Charles, (14).
Saffordville.
Harder, George E., (H).
Emporia.
Hargiss, Leonard C., (B).
Pittsburg.
Harper, M. H., (D).
Neal.
Harper, Samuel, (5).
Emporia.
Harris, Clara Janet, (E).
Madison.
Harris, Elsie Irene, (A).
Emporia.
Harris, Ethel, (D).
Emporia.
Harris, Fred, (N).
Quenemo.
Harris, Madge, (A).
Council Grove.
Harris, Maude, (1).
Burdett.
Harrison, Clara, (C).
Marion.
Hart, John C., (B).
Pleasanton.
Haslam, Thomas, (B).
Council Grove.
Haslee, Raymond T., (1).
Emporia.
Hatcher Mary, (15).
Emporia.
Haver, Dora, (1).
Meade.
Hawes, Maggie, (C).
Benton.
Hawkins, Lillian M., (H).
Lincoln.
Hawkinson, Hildagard, (B).
McPherson.

UNDERGRADUATES.

Haworth, Pearl, (1).
Emporia.
Haynes, Alvin Cyrus, (14).
Emporia.
Haynes, Carol, (14).
Emporia.
Haynes, John William, (14).
Emporia.
Haynes, Dorothy Josephine, (14).
Emporia.
Haynes, Edith, (8, 14).
Emporia.
Haynes, Ernestine, (15).
Emporia.
Haynes, Henrietta, (14).
Emporia.
Haynes, Mabel, (8).
Emporia.
Haynes, Margery, (E).
Emporia.
Haynes, Marie, (14).
Emporia.
Haynes, Marguerite Biddle, (14).
Emporia.
Haynes, Raymond B., (A).
Emporia.
Haynes, Violet May, (C).
Emporia.
Haynes, Virginia, (15).
Emporia.
Hays, Edith Clare, (C).
Nortonville.
Heaney, Arthur, (A).
Healy.
Hedges, J. M., (A).
Elk City
Heil, Mabel L., (E).
Topeka.
Held, Rose Belle, (D).
Washburn, *Ill*
Hemenway, Ralph G., (D).
Hope.
Hennings, Emmy, (A).
Goddard.
Hensley, Bert, (F).
Emporia.
Hensley, Edwin Daniel, (14).
Emporia.
Hensley, George Leroy, (D).
Emporia
Hensley, Nellie, (D).
Emporia.
Hepler Mrs Jessie, (A).
Fort Scott.
Herst, Hardy H., (A).
Argonia.
Hetzel, George, (E).
Elmont.
Hiatt, Lena May, (D).
Emporia.
Hickey, Lavonia, (E).
Baileyville.
Higgins, Claire Louise, (B).
Blue Rapids.
Higgins, Ethel, (1).
Galesburg
Higgins, Hazel, (A).
Emporia.
Hill, Jessie L., (A).
Canton.
Hill, Muriel, (14).
Emporia.
Hill, Ormond Perley, (14).
Emporia.
Hill, Sarah, (B).
Beloit.
Hill, Thomas, (B).
Beloit.
Hillhouse, May, (A).
Glasco.
Hilton, Earl, (14).
Emporia.
Hochstetler Minnie L., (A).
Fairview
Hodges, Clara F., (A).
Ottawa.
Hodges, Lizzie, (A).
Ottawa.
Hodgson, Rose, (A).
Fort Scott.
Hoffer, Kathryn, (15).
Emporia.
Hoffman, Annie E., (A).
Phœnix, *Ariz.*
Hoffman, Katherine Viola, (A).
Oberlin.
Hoffman, Mabel Emeline, (A).
Reece.
Hoffman, Robert A., (14).
Emporia.
Hogan, C Anna, (A).
Humboldt
Hogan, Mary Agnes, (A).
Westphalia.
Holcomb, Helen, (C).
Topeka.
Holderman, Julia Elizabeth, (B),
Madison.

UNDERGRADUATES.

l, Ary J., (8, 9).
bilene.
l, Nora A., (B).
bilene.
sworth, Earle, (13, 1).
mporia.
sworth, H. M., (B).
mporia.
Elizabeth, (B).
oddard.
ı, India L., (A).
eading.
, May, (E).
rescott.
Ethel, (A).
iltonvale.
, Otto J., (B).
ost Springs.
, Vernon, (A).
opeka.
Georgia, (E).
otwin.
'aul W., (A).
otwin.
Christine, (F).
swego.
Lexa, (1).
orrill.
, Jennie, (8).
unden.
on, Belle, (A).
mporia.
Edwin, (1).
mericus.
ı, Eula A., (D).
otwin.
ı, M. Ona, (A).
otwin.
l, Anna E., (B).
omiskey.
l, Ellen G., (1).
mporia.
l, Frank S., (A).
mporia.
l, Gertrude Grace, (A).
yde.
l, Grace, (A).
yde.
l, Katie Emeline, (A).
rie.
l, Sherman Hayes, (D).
rie.
Myrtle C., (A).
mporia.

Howell, Edith H., (1).
Emporia.
Howell, Ivan Arthur, (B).
Emporia.
Howell, Pearl May, (A).
Peck.
Huested, Charles V., (A).
Emporia.
Huggins, Jesse, (1).
Emporia.
Huggins, Roy, (1).
Emporia.
Hughes, Jane, (E).
Emporia.
Hughes, Reese, (A).
Dunlap.
Hull, Oscar C., (B).
Potwin.
Hullet, Lester L., (A).
Coldwater.
Humber, C. L., (A).
Marlin.
Humes, Maurice, (H).
Emporia.
Hunter, Lorena F., (A, 9).
Independence.
Hunting, Gertrude, (A).
Lyndon.
Husband, Edith E., (A).
Emporia.
Hyames, F. M., (E).
Healy.
Hyatt, Alice, (D).
Lecompton.
Hyndman, Miller, (A).
Beulah.
Irelan, Elma C., (E).
Topeka.
Iseli, Margaret, (A).
Axtell.
Ison, Bessie, (A).
Emporia.
Jackson, Clara, (14).
Emporia.
Jackson, James G., (1).
Bonner Springs.
Jackson, John C., (1).
Neodesha.
Jackson, Lee, (F).
Barnard.
Jacobs, Harry L., (A).
Sedan.
Jaggard, Guy H., (D).
Howard.

UNDERGRADUATES.

Jaggard, Louise, (C).
Howard.
Jones, Sadie Floy, (A).
Meriden.
Janeway, Lucile, (A).
Stillwater, *Okla.*
Jennings, Casper D., (F).
Macksville.
Jeremy, Helen Ruth, (14).
Emporia.
Jeremy, Ralph Evans, (14).
Emporia.
Jernigan, Mary Rebecca, (14).
Osage City
Jewitt, Kate, (D).
Udall.
Johnson, Cynthia, (A).
Atchison.
Johnson, Anna Lucile, (D).
Kinsley
Johnson Mabel Hattie, (C).
Yates Center.
Johnson Mabel, (14).
Emporia.
Johnson Maude, (B).
Emporia.
Johnson Minnie, (C).
Clay Center
Johnson, Nanette F., (C).
Emporia.
Johnson Will F., (1).
Alta Vista
Jones, Catherine, (A).
Emporia.
Jones, Della R., (A).
Manhattan.
Jones, Earl (A).
Burlington
Jones, Ear Dwight, (B).
Whitewater.
Jones, Edith, (8).
Emporia.
Jones, Florence, (1).
Emporia.
Jones, George, (1).
Emporia.
Jones, Lucy Lulu, (E).
Tonganoxie
Jones, Lulu C., (A).
Clifton.
Jones, Mabel H., (14).
Emporia.
Jones, Nellie, (C).
Emporia.
Jones, Sara A., (A).
Emporia.
Jones, Willie, (14).
Emporia.
Jordan, M. Alice, (A).
Beloit.
Kamm, Anna Louise, (D).
Valley Falls.
Kays, Emma, (A).
Bucyrus.
Kean, Howard, (14).
Emporia.
Keeney, Rose, (8, B).
Pawnee Station.
Keith, Lulu, (B).
Courtland.
Kellogg, Mary Virginia, (5, 6).
Emporia.
Kendig, Chester, (15).
Emporia.
Kendig, Floyd, (14).
Emporia.
Kendrick, Della, (A).
Densmore.
Kensley, Lucile Lois, (A).
Emporia.
Kepple, Agnes, (A, 8).
Emporia.
Kepple, Frank Edward, (1).
Emporia.
Kern, Carl, (1).
Utopia.
Kerr, Grace Belle, (8, 10).
Americus.
Kerr, Mary F., (D).
Americus.
Kimball, Isabel Clara, (A).
Garden City.
Kimmi, Josephine, (A).
Denton.
King, Clyde L., (H).
Emporia.
King, Edna Fay, (14).
Emporia.
King, Mabel, (14).
Emporia.
King, Oda May, (D).
Emporia.
King, Roy F., (A).
Emporia.
King, W. T., (D).
Emporia.
Kinkead, Mabel Amanda,
Emporia.

UNDERGRADUATES.

Kirby, Amy G., (C).
Paola.
Kirby, Osbourn E., (1).
Paola.
Kirkendall, Frances, (15).
Emporia.
Kirkwood, Elizabeth T., (H).
Emporia.
Kirwan, Ida, (1, 8).
Bendena.
Kise, Grace, (D).
Wellington.
Kiser, Clarah, (D).
El Dorado.
Kline, Katherine, (C).
Emporia.
Klinkenberg, Pauline, (A).
Tonganoxie.
Knappenberger, Florence, (4).
Jewell.
Knox, Edith, (1).
Emporia.
Knox, Wilbur D., (14).
Emporia.
Kratochvil, Emil, (H).
Irving.
Kuhn, Annie, (14).
Emporia.
Kuller, Elva, (1).
Hamilton.
Lackner, Amelia Marie, (F).
Russell.
Lakin, Albert, (14).
Emporia.
Lamborn, Abbie, (14).
Emporia.
Lambert, D., (A).
Chetopa.
Lane, Clarence E., (A).
Kensington.
Lange, Daniel, (A).
Jarbalo.
Lansdowne, James E., (1).
Elk Falls.
Lansdowne, John W., (A).
Elk Falls.
Lansdowne, Katie, (A).
Elk Falls.
Lantz, Georgiana, (A).
El Dorado.
Larson, Alma J., (A).
Chanute.
Larson, John Albert, (A).
Chanute.
Lathrop, Will Y., (A).
Burns.
Lawton, Bess, (C).
Larned.
Leach, Nellie, (A).
Wamego.
Leaf, Grace Mildred, (H).
Mankato.
Lee, James C., (B).
Bison.
Lee, Lillie L., (A).
Blaine.
Lee, R. Ellwood, (A).
Emporia.
Leonard, Ellis, (1).
Wauneta.
Lesher, Mansie, (A).
Peabody.
Lester, Anna L., (1).
Comiskey.
Lewin, Samuel A., (1).
Leavenworth.
Lewis, Charlotte, (F).
Emporia.
Lewis, Dennis M., (B).
Kingfisher, *Okla.*
Lewis, Jane E., (1, 8).
Emporia.
Lewis, Sarah, (A).
Emporia.
Light, Lee R, (F).
Oakley.
Light, Lewis P., (C).
Oakley.
Lilly, Dennis C., (B).
Emporia.
Leider, Tamer, (15).
Emporia.
Lindbeck, Caroll C., (A).
Bishop Hill, *Ill.*
Lindley, Fred Ephraim, (F).
Portis.
Linhart, Catherine, (A).
Irving.
Lipsey, Nellie, (A).
Madison.
Lipsey, Susan, (A).
Madison.
Little, Eltin, (A).
Niles.
Livers, Margaret Maud, (C).
Waterville.
Lockwood, Lawrence, (15).
Emporia.

UNDERGRADUATES.

Long, Henry Franklin, (H).
Emporia.
Longley, Bertha Margaret, (F).
Greenleaf.
Loomis, Alta M., (A).
Reading.
Loomis, William Wallace, (A).
Reading.
Lorance, Effie May, (B).
Howard.
Lord, Carrie, (D).
Wamego.
Lostutter, Frank, (B).
Emporia.
Love, Elmer, (14).
Emporia.
Loveless, Opal, (A).
Emporia.
Low, William S., (A).
Bronson.
Loyk, Florence, (D).
Emporia.
Lucas, Edith, (A).
Admire.
Lucas, Katherine, (15).
Emporia.
Lucas, Lena Maude, (A).
Admire.
Lucas, Phil, (14).
Emporia.
Lusk, Velma, (1).
Emporia.
Lynch, William R., (1).
Admire.
Lyne, Frances, (D).
Miltonvale.
Lyon, Hobart Arthur, (14).
Emporia.
McAdams, Inez G., (B).
Emporia.
McAdow, Ida B., (F).
Ottawa.
MacArthur, Mildred, (8).
Emporia.
McCall, Florence, (B)
Jamestown.
McCall, Levina, (A).
Concordia.
McCall, Rozella, (A).
Jamestown.
McCarter, Meda, (15).
Emporia.
McCarthy, Julia, (A).
Parsons.
McCarty, Adella, (A).
Kinsley.
McCarty, Leona, (8).
Emporia.
McClure, Frances, (A).
Guy.
McCollam, Grace, (1).
Haskell.
McCollough, Mabel, (1).
Plymouth.
McCormick, Gussie Inez, (A).
Zeandale.
McCoy, J. P., (H).
Wilson.
McCoy, Mrs. J. P., (H).
Wilson.
McCoy, Rose, (E).
Manhattan.
McCready, Claude M., (15).
Emporia.
McDaniel, Walter E., (B ?).
Wichita.
McDermott, Rosan, (B).
Spearville.
McDill, Hardin Baird, (14).
Emporia.
McDonald, Agnes Mary, (H).
McPherson.
McDonald, Ella, (A).
Hartford.
McElfresh, Carrie, (15).
Emporia.
McElfresh, C. L., (1).
Emporia.
McFarland, Clifford C., (B).
Chase.
McGahey, Alma, (B).
Emporia.
McGahey, Irene, (14).
Emporia.
McGrady, Claude, (15).
Emporia.
McGuffey, Verne, (A).
Erie.
McGuire, Harry, (F).
Sharon.
McIlvain, Beulah, (1).
Dunlap.
McIlvain, Ruby, (A).
Dunlap.
McKelvy, Esther, (H).
Waterville.
Mackenzie, Frances Holton, (14).
Emporia.

UNDERGRADUATES.

McKinley, F. R., (C).
Augusta.
McLeland, Claude A., (1).
Chanute.
McLindon, Anna Elma, (F).
Williamsburg.
McLindon, Mary M., (F).
Williamsburg.
Madden, Harry, (14).
Emporia.
Madden, John Ellsworth, (1).
Emporia.
Maddox, M. C., (B).
Paola.
Maddux, Joseph, (14).
Emporia.
Maddux, Lillis Gertrude, (F).
Winfield.
Mader, Jennie, (1).
Eskridge.
Madison, M. Louise, (1).
Emporia.
Magill, Lula Frances, (B).
Mayfield.
Magner, Mary E., (B).
Newkirk, *Okla.*
Mahin, Melvin H., (C).
Arkansas City.
Mahuron, N. B., (C).
Iola.
Manahan, Dora, (F).
Emporia.
Manahan, Mabel Sarah, (8).
Emporia.
Mannen, Jean, (A).
Lincoln.
Markley, Hattie, (1).
Emporia.
Markwell, Effie E., (H).
Kingman.
Markwell, Ethel, (B).
Kingman.
Markwell, Loren, (A).
Cleveland.
Marlowe, Alice, (C).
Hartford.
Marriott, Annie, (A).
McCune.
Marsh, Carl R., (A.)
Gaylord.
Marshall, James David, (1).
Clifton.
Martin, A. Oliver, (A).
Olpe.
Martin, Charlie, (1).
Emporia.
Martin, Mary Louise Hazel, (14).
Emporia.
Martin, Olga, (A).
Wayside.
Martin, Zola, (15).
Emporia.
Marvin, Sadie M., (1)
Emporia.
Mason, Goldie, (A).
Emporia.
Mason, Emily Mary, (14).
Emporia.
Masters, Grace Truman, (D).
Newton.
Mayes, J. Fred, (B).
Americus.
Mead, Bert N., (A).
Ionia, *Iowa.*
Meek, Leslie K., (E).
Centralia.
Melia, Orator Bergy, (F).
Bucklin.
Melton, Gladys, (14).
Emporia.
Mendell, Ira S., (C).
Colony.
Mercer, Frank, (B).
Emporia.
Mercer, Helen Augusta, (E).
Emporia.
Merrifield, Fannie, (A).
Overbrook.
Merritt, Susie, (14).
Emporia.
Merten, Leda A., (B).
Morganville.
Mesmer, Florence Estella, (E).
Vermillion.
Mesmer, Helen Mary, (A, 8).
Vermillion.
Mesmer, Maude Leone, (D).
Vermillion.
Messerve, Zell, (A).
Emporia.
Messimer, Eloda, (B).
Argentine.
Metzler, Leroy M., (B).
Burlington.
Metzler, Lloyd F., (C).
Burlington.
Meyer, Fred W., (B).
Linn.

UNDERGRADUATES.

Meyer, I. C., (A).
Little River.
Meyer, Nellie Anna, (E).
Anthony.
Michem, Ethelinda, (D).
Oklahoma City, *Okla.*
Miles, Bertha Dyche, (E).
Emporia.
Miles, Fay, (C).
Emporia.
Miles, Iva, (A).
Clay Center.
Miles, Kate B., (H).
Waverley.
Miller, Bessie, (8).
Admire.
Miller, Chas. A., (A).
Hope.
Miller, Della May, (1).
Reece.
Miller, Edna Ora, (B).
Admire.
Miller, George, (1).
Emporia.
Miller, Maud K., (A).
Emporia.
Miller, Nellie D., (A).
De Soto.
Miller, Harry Heideman, (14).
Emporia.
Miller, Ross L., (B).
Cimarron.
Miller, Sidney L., (C).
Cimarron.
Milner, V. D., (A).
Hartford.
Munch, Grace, (A).
Gridley.
Mitchel, Anna, (F).
Winchester.
Mitchel, Emma, (D).
Dunavant.
Mitchell, Carrie L., (D).
Carrollton, *Mo.*
Mitchell, Effie A., (A).
Toronto.
Mitchell, Jessie Asberean, (A).
Lowemont.
Mitchell, Margaret, (A).
Edna.
Mitchell, Stella, (C).
Topeka.
Monroe, Edith, (F).
Emporia.

Montgomery, Alice, (C).
Meriden.
Montgomery, Grace, (C).
Scranton.
Montgomery, William H., (A).
Emporia.
Moon, Jessamine, (H).
Belvidere.
Moon, Virgil H., (H).
Marquette.
Mooney, Ethel B., (E).
New Albany.
Moore, Caddie Loy, (14).
Emporia.
Moore, Emma Lorena, (C).
Stafford.
Moore, Mary Faye, (8).
Stafford.
Moore, Ida Olive, (E).
Colby.
Moore, Joseph Earl, (B).
Stafford.
Moore, Lelia, (A).
Jetmore.
Moore, Lenora, (A).
Emporia.
Moore, Maude, (A).
Americus.
Moore, Wilmie, (B).
Gardner.
Morgan, Elizabeth Helen, (14).
Emporia.
Morgan, Eunice, (D).
Topeka.
Morgan, Harry, (14).
Emporia.
Morgan, Margaret, (A).
Alta Vista.
Morgan, May, (A).
Winfield.
Morgan, Neva L., (A).
Chardon.
Morgan, Sarah, (14).
Emporia.
Morrison, John De Motte, (14).
Emporia.
Morrison, Katherine, (H).
Emporia.
Horrison, Roy Cary Lawton, (B).
Emporia.
Morse, Lula, (A).
Lebo.
Morse, William, (B).
Lebo.

UNDERGRADUATES.

Moseley, Eva, (A, 8).
Howard.
Moseley, Sarye, (A).
Howard.
Moss, Ethel M., (D).
Emporia.
Mossman, Niles Roy, (H).
Eskridge.
Mosteller, Ida May, (E).
Pittsburg.
Mowrer, Lillie, (1).
Lost Springs.
Muender, Lottie, (D).
Yates Center.
Mull, Fannie E., (F).
Anthony.
Mullendore, O. V., (B).
Howard.
Mullendore, Ray N., (A)
Howard.
Multer, Una, (A).
Haddam.
Mulvaney, Roy, (B).
Emporia.
Mummau, Howard J., (F).
Emporia.
Murray, Laura B., (A).
Jamestown.
Murphy, Marian, (14).
Emporia.
Musgrove, Myrle, (8).
Hamilton.
Musick, Clara Ethel, (B).
Howard.
Myer, Mary E., (B).
Chanute.
Myers, Bessie E., (B).
Emporia.
Myers, Carl B., (D).
Emporia.
Myers, Elmer J., (H).
Belleville.
Myers, Golda Isis, (1).
Smith Center.
Myers, M. Helen, (A).
Chardon.
Myers, Lillian, (13, B).
Chase.
Myers, Pearl, (A).
Stockton.
Myrick, J. C., (A).
Kingman.
Naanes, Alma, (A).
Erie.
Nation, Edith, (8).
Emporia.
Neal, Carrie Blanche, (A).
Lawrence.
Neal, Nellie, (A).
Lawrence.
Neal, Loren, (A).
Emporia.
Neill, Marie, (A).
Emporia.
Neiswender, Ethel Vivian, (C).
North Topeka.
Nelgner, Ida, (H).
Fort Scott.
Nelson, Camilla, (A).
Richland.
Nelson, Ellen, (A).
Randolph.
Nelson, Ernest R., (A).
Vassar.
Nelson, Selma E., (A).
Randolph.
Nevitt, Charity, (A).
Hartford.
Newland, Frank P., (1).
Burlington.
Newland, Leva, (A).
Geuda Springs.
Newton, Beulah, (1).
Severy.
Nicolay, Nina, (A).
Burlingame.
Nixon, Effie, (1).
Tecumseh.
Nixon, Mabel Eva, (C).
Portis.
Noone, Thomas J., (A).
Tampa.
Nordeen, Nellie, (A).
Dwight.
Norman, Cora, (1).
Emporia.
Norman, Elfia, (1).
Piedmont.
Northrup, Roy L., (1).
Coldwater.
Oakley, Anna E., (B).
Asherville.
Obley, Florence, (A).
Saffordville.
O'Brien, Ellen Nora, (D).
Wellington.
O'Brien, John, (A).
St. Paul.

UNDERGRADUATES.

O'Hara, Mary, (A).
Osage City.
Olson, Carl J., (B).
Lenora.
Oman, Grace, (B).
Garnett.
Oman, Mamie, (A).
Garnett.
O'Neill, Helen Gertrude, (A).
Florence.
O'Neill, Margaret M., (C).
Colfax, *Wash.*
O'Neill, Mary T., (F).
Colfax, *Wash.*
Orr, Nellie Z., (14).
Emporia.
Outzan, Florence, (5, 6).
Emporia.
Owen, Harry (14).
Emporia.
Owen, Lucile (B).
Emporia.
Owen, Myrtle, (A).
Emporia.
Owens, P H., (1).
Earlton.
Paget, Lewis B., (A).
Downs.
Painter Emily E., (D, 8).
Lakeland
Painter Sue E., (A, 13).
Lakeland.
Palmer, Alice H., (A).
Muskogee, *I T.*
Palmer Lida, (14).
Emporia.
Parker Cora, (E).
Emporia.
Parker Ralph Alonzo, (D).
Stark
Parkman Elizabeth, (A).
Emporia.
Parry Emma Jane, (A).
Barclay.
Parson, Florida, (15).
Emporia.
Partridge, H. J., (B).
Macksville.
Patterson, Miss M. B., (E).
Topeka.
Paul, Earle S., (E).
Emporia.
Paul, Gladys, (C, 8).
Emporia.

Payne, Dorothy, (14).
Emporia.
Payne, John Howard, (14).
Emporia.
Payne, Marguerite Isabel, (14)
Emporia.
Payne, Mary Gladys, (D).
Emporia.
Payne, Norma Louise, (A).
Emporia.
Payne, Ruth, (B, 8).
Emporia.
Paxton, Elbert Gaius, (14).
Emporia.
Paxton, Olive Burdetta, (A).
Athol.
Paxton, Viola E. Anne, (A).
Athol.
Peach, Joseph, (15).
Emporia.
Peairs, Clara A., (1).
Topeka.
Pearce, Mona, (A).
Blue Mound.
Pearson, Mary, (B).
Emporia.
Perkins, Alta L., (1).
Emporia.
Perkins, Jessie E., (F).
Emporia.
Peters, Helen, (15).
Emporia.
Peters, Roy, (1).
Emporia.
Peterson Emilia, (A).
Windom.
Peterson Jessie A., (A).
Galesburg
Petford, Bessie Anna, (C).
Saffordville
Petford, Nellie May, (C).
Saffordville.
Pettitt, Clara, (8, 10).
Emporia.
Phenicie, Mary K., (H).
Reno.
Phillips, Cornelius, (A?).
Emporia.
Phillips, F. L., (C).
Emporia.
Phillips, Lottie, (A).
Phillipsburg.
Phillips, M. Rosa, (A).
Eureka.

UNDERGRADUATES.

Phillips, Sadie L., (D).
Emporia.
Pierce, May, (8).
Emporia.
Pinkham, Helen E., (B).
Emporia.
Piper, George, (B).
Emporia.
Piper, Joseph, (1).
Emporia.
Piper, Kate, (14).
Emporia.
Piper, May, (14).
Emporia.
Plankinton, Emily, (A).
Netawaka.
Poage, Emma E., (A).
Kackley.
Pocock, Mina, (A).
Waverly.
Polk, George, (14).
Bushong.
Porter, Gladys Cecile, (1).
Tonganoxie.
Porter, Jessie, (5, 6).
Holly, *Colo.*
Porter, Lulu, (A, 7).
Lincoln.
Porter, Mary, (D).
Clay Center.
Poston, Marie, (A).
Moline.
Potter, Francis, (15).
Emporia.
Potter, John, (14).
Emporia.
Pottle, Ethel E., (B).
Leavenworth.
Powers, Harry, (A).
Emporia.
Powers, M. Mary, (A).
Emporia.
Powers, Richard, (A).
Emporia.
Pratt, Edith Luella, (E).
Emporia.
Preston, Ella E., (A).
Dodge City.
Price, Helen, (8).
Emporia.
Price, Worter, (A).
Medford, *Okla.*
Priest, Harriet Therressa, (D).
Emporia.
Priest, Harry L., (A).
Emporia.
Pringle, Janet, (8, 10, B).
Rose.
Pritchard, Bessie, (8).
Emporia.
Prose, Lula P., (H).
Larned.
Pruett, Bertha L., (D).
Larned.
Pruett, Ethel, (B).
Larned.
Purcell, Hugh W., (A).
Emporia.
Purcell, Margaret, (A).
Emporia.
Purcell, Ruth, (14).
Emporia.
Putman, Hattie, (C).
Wakefield.
Putman, Josie, (A).
Wakefield.
Putnam, Mabel, (1).
Emporia.
Pyle, Byron Lewis, (14).
Emporia.
Pyle, Leven Omer, (14).
Emporia.
Rader, Harry, (1).
Council Grove.
Raine, Ella, (A).
Belvue.
Ramirez, Francisca, (4).
Monterey, *New Leon, Mexico.*
Ramsburg, Pearle Ruth, (F).
Emporia.
Ramsey, Maude, (A, 4).
Uniontown.
Randall, Myrtle, (A).
Olivet.
Randolph, Florence, (15).
Emporia.
Randle, Chas. C., (B).
Riley.
Randolph, John Harry, (14).
Emporia.
Rankin, Calvin, (D).
Agricola.
Rankin, Ora, (A).
Waverly.
Rankin, Rosemary, (D).
Solomon.
Ratcliff, Martha E. A., (D).
Troy.

UNDERGRADUATES.

Rankin, Ruth, (B).
Waverly
Rathbone, Ethel, (A).
Herington.
Rauscher Florence, (1).
Emporia.
Ray, Fanny, (B).
Valley Center.
Ray, Lillie, (A).
Atlanta.
Ray, Forest, (14).
Emporia.
Ray, Hartzell, (14).
Emporia.
Rayson, Beulah, (B).
Hamilton.
Rea, Laura R., (C).
Miltonvale.
Read, Leslie Harrison, (14).
Emporia.
Read, Howard Strong, (14).
Emporia.
Read, Kenneth Charles, (14).
Emporia.
Read, Leslie, (14?).
Emporia.
Rector, Eva G., (B).
Emporia.
Rector, Mahala, (A).
Emporia.
Redington, Henry Charles, (1).
Neodesha
Reeble, Rudolph, (14).
Emporia.
Reed, Albert William, (14).
Emporia.
Reed, Edith, (1).
Toronto.
Reed, Etta, (D),
Clay Center
Reed, Leo, (A).
Clay Center
Rees, Edward, (A).
Emporia.
Rees, Olive, (1).
Emporia.
Rees, William Ll., (A).
Emporia.
Reeve Roxie, (1).
Emporia.
Reeves, Arthur, (D).
Almena
Reeves, Theron, (14).
Emporia.

Reiber, Eva, (15).
Emporia.
Replogle, Lucinda, (B).
Wellington.
Reynolds, Alice, (A).
McLouth.
Reynolds, Dora, (C).
Topeka.
Reynolds, Viola, (A).
McLouth
Rhodes, Leola, (8).
Emporia.
Rhodes, Mabel, (8, 10).
Emporia.
Rice, Edna J., (8).
Emahaka, *I. T.*
Rich, Frances Beecher, (B).
Pomona.
Rich, Tessie, (A).
Pomona.
Richards, Beatrice M., (A).
Carlton.
Richards, Elmer (1).
Yates Center
Richards, Fay (14).
Emporia.
Richards, Inez Naomi, (C).
Pond Creek, *Okla.*
Richardson Bedia, (A).
Bushong
Richardson, Clarence, (14).
Emporia.
Richardson, Mrs. Pearl H., (F).
Adrian.
Richardson, Nellie, (A).
Topeka.
Richardson Roy Franklin, (F).
Adrian.
Richardson Sadie, (A).
Bushong.
Richey, Dent Guy, (5, 6).
Emporia.
Ridlen, Orpha, (4).
Miltonvale.
Ridlon, Frank, (A).
Buffalo.
Riggin, Edna B., (C).
Wilmington.
Riggs, Marion, (A).
Waterloo.
Riley, Harry, (1).
Glasco.
Riley, Louie Mabel, (8).
Bushong.

UNDERGRADUATES.

Rindom, Frank Oscar, (E).
Winfield.
Riney, Blanche, (C).
Dodge City.
Rishel, Blanche E., (8).
Velarde, *N. M.*
Rishel, Clarinda M., (B).
Emporia.
Rishel, Rilla Elizabeth, (14).
Emporia.
Rishel, Harold, (14).
Emporia.
Rishel, Hubert M., (B).
Atoka, *I. T.*
Rishel, Wilmot Martin, (F).
Emporia.
Ritchie, Morris, (15).
Emporia.
Roark, George I., (B).
Finley.
Robb, Catherine Clair, (A).
Admire.
Robbins, Katherine, (C).
Paola.
Robbins, M. Clare, (A, 8).
Manhattan.
Roberts, Bessie, (A).
Emporia.
Roberts, Carl, (1).
Roper.
Roberts, Clarence W., (A).
Emporia.
Roberts, Edna, (A).
Allen.
Roberts, Lela May, (14).
Emporia.
Roberts, Lewis, (A).
Emporia.
Roberts, Mary W., (5).
Emporia.
Roberts, Nora, (E).
Junction City.
Robertson, Maude May, (B).
Alta Vista.
Robertson, Millie L., (A).
Emporia.
Robinson, Laura, (A).
Minneola.
Robison, Charles, (14).
Delavan.
Rodgers, Mabel, (A).
Ottawa.
Rogers, Celia, (A).
Coldwater.
Rogers, George E., (H).
Emporia.
Rogers, Mabel L., (C).
Burlingame.
Rogers, Pearl, (A).
Coldwater.
Rogers, S. G., (A).
Iola.
Rogler, Adaline Christine, (D).
Cottonwood Falls.
Rohrer, Laura I., (7).
Emporia.
Romer, Jesse E., (A).
Emporia.
Romer, Ralph, (14).
Emporia.
Rorabaugh, Luella M., (A).
Bellaire.
Rorabaugh, Nettie G., (A).
Bellaire.
Roseberry, Eulalia E., (A).
Erie.
Rosecrants, John L., (A).
Ogden.
Rosecrants, Ola Grace, (E).
Emporia.
Rosenberger, Florence M., (C).
Emporia.
Rosendale, Christena, (H).
Emporia.
Ross, A. B., (1).
Cedarvale.
Ross, Ada, (A).
Cedarvale.
Ross, J. E., (A).
Webber.
Roth, Lulu M., (A).
Plymouth.
Rouch, Mazie, (1).
Emporia.
Rowe, Ella Louise, (8).
Emporia.
Rowe, Elvira, (1).
Boicourt.
Rowe, Ida Ellen, (F).
Emporia.
Rowe, Roy Walter, (D).
Boicourt.
Rowland, Albert Austin, (8).
Emporia.
Rowland, Marguerite, (8).
Emporia.
Rowland, Myrtle, (A).
Bucklin.

UNDERGRADUATES.

Rowton, Cleo, (1).
Cimarron.
Rowton, Ninnie V., (1).
Cimarron.
Ruehlen, Theodore, (A).
Robinson.
Rugg, Beatrice, (1).
Hazelton.
Runbeck, Anna Alice, (1).
Council Grove.
Rundquist, E. Ella, (C).
Lasita.
Rundus, Caroline, (A).
Munden.
Ruppenthal, Mary E., (D).
Russell.
Rusch, H. F., (H).
Chapman.
Rush, Edith, (D).
Great Bend.
Rutledge, Emory, (D).
Prescott.
St. John, Alice M., (D).
Wamego.
Sales, Lizzie, (A).
Ozawkie.
Salser, Carl W., (F).
Emporia.
Samuel, Lillian Pearl, (14).
Emporia.
Samuel, Walt, (14).
Emporia.
Sanborn, E. Lewis, (13).
Emporia.
Sanborn, Harry D., (H).
Girard.
Sanders, Ermin, (1).
Burlington.
Sanders, Walter Fred, (B).
Osage City.
Sandusky, Inez Lavaria, (A).
Wichita.
Scherer, Nellie C., (D).
Chapman.
Scherman, Mary Y., (C).
Neodesha.
Schlins, Rosetta, (A).
Admire.
Scoggan, Maude Frances, (C).
Beloit.
Scott, Charles A., (1).
Eureka.
Scott, Jesse E., (A).
Emporia.
Scott, Mollie, (1).
Emporia.
Scott, Pearl, (E).
Barclay.
Seaman, Helen E., (C).
Le Roy.
Searl, Sadie, (A).
Emporia.
Secrest, Bessie Gay, (F).
Emporia.
Secrest, Gertrude, (D).
Emporia.
Sedgwick, Grace King, (A).
Emporia.
Sedgwick, Elinor Frances, (A).
Emporia.
Seeley, Climena, (D).
Galena.
Sellers, Zelma, (A).
Grenola.
Senn, Bessie, (14).
Emporia.
Shawgo, Orval C., (1).
Emporia.
Shade, Grace, (A).
Ottawa.
Shaner, Amy, (A).
Lost Springs.
Shaner, Harry, (1).
Lost Springs.
Shawver, Sophia, (F).
Kincaid.
Shedd, Bessie H., (H).
Emporia.
Sheedy, Dennis Joseph, (H).
Fredonia.
Sheldon, Ruth, (B).
McLouth.
Shiffler, Clinton R., (F).
Guard.
Shires, Nettie, (A).
Olivet.
Shocknessy, Addie, (1).
Wabaunsee.
Shocknessy, Myrtle, (A).
Wabaunsee.
Shoecraft, C. Helen, (A).
Emporia.
Shoecraft, Martha, (1).
Emporia.
Shore, Maud Ellena, (F).
White City.
Shoup, Anna Irene, (A).
Cimarron.

UNDERGRADUATES.

Shoup, Mary, (14).
Bushong.
Shoup, Susie, (14).
Emporia.
Shuey, Ada, (D).
Emporia.
Shuey, Clara, (14).
Emporia.
Shuey, Dorothy, (15).
Emporia.
Shuey, Ethel Mary, (H).
Emporia.
Shuey, Fred E., (B).
Emporia.
Shuey, Helen Adine, (14).
Emporia.
Shuey, Ray L., (B).
Emporia.
Shufelberger, Grace, (A).
Clearwater.
Shufelberger, May, (1).
Clearwater.
Shufelberger, Ruth, (14).
Emporia.
Sigerson, Louise, (A).
Emporia.
Simmons, Arthur C., (B).
Centropolis.
Simmons, Robert Earl, (14).
Emporia.
Simms, Susie J., (A).
Republic.
Simpson, Alice C., (A).
Newton.
Simpson, Linnie, (14).
Emporia.
Sims, George, (C).
Le Roy.
Singer, Perry, (A).
Erie.
Singleton, W. D., (A).
Quincy.
Singular, Grace E., (B, 8).
Clifton.
Singular, William Henry, (E).
Clifton.
Sisson, Katie Belle, (A).
Harveyville.
Skaggs, Joseph, (A).
Leavenworth.
Skinner, Ethel, (F).
Douglass.
Slater, Alta, (A).
Emporia.

Slater, Kathryn Helen, (B).
Waverly.
Slocum, Florence, (9).
Dodge City.
Slough, A. Retta, (A).
Quincy.
Slough, Olive M., (A).
Quincy.
Smart, Fred, (A).
Zenda.
Smart, Nannie N., (C).
Zenda.
Smith, Charles Marion, (H).
Blue Mound.
Smith, Clarence, (15).
Emporia.
Smith, Curtis, (15).
Emporia.
Smith, Cyrenia G., (E).
Topeka.
Smith, Edgar O., (C).
Columbus.
Smith, Fred, (14).
Emporia.
Smith, James A. G., (A).
Wayne.
Smith, Lewis, (A).
Emporia.
Smith, Liffie L. V., (A).
Sprague, *Mo.*
Smith, Lillie, (8).
Rosedale.
Smith, Margaret, (1).
Blossburg, *N. M.*
Smith, Minta, (1, 8).
Larned.
Smith, Rosalie, (A).
Osage City.
Smith, Wilber Clarence, (A).
Columbus.
Snair, Alice, (A).
Grenola.
Snair, Claude, (1).
Grenola.
Snedeker, Mollie L., (B).
Emporia.
Snoddy, Ethel G., (C).
Emporia.
Snoddy, Nancy, (A).
Emporia.
Snyder, Alberta May, (F).
Piqua, *Ohio.*
Snyder, Anna I., (A).
Atchison.

UNDERGRADUATES.

Snyder, Frances I., (H).
Sterling.
Snyder, Lucie Hortense, (A).
Hays.
Sowash, Mary Jane, (C).
Ottawa.
Spangler, Norman Ulysses, (F).
Morrill.
Spears, H. E., (A).
Garnett.
Spellman, Lewis, (B).
Plymouth.
Spellman, Lucy, (D).
Plymouth.
Spencer, Mary Dorothy, (1).
Emporia.
Spencer, Edith A., (A).
What Cheer, *Iowa.*
Spencer, Ethel, (15).
Emporia.
Spencer, Eva, (14).
Emporia.
Spencer, Harlan, (14).
Emporia.
Spencer, John, (14).
Emporia.
Spencer, Parker, (E).
Colby.
Spencer, Sopha, (C).
Yates Center.
Sperry, Kate Lois, (A).
Beverly.
Spiker, Hortense, (A).
Emporia.
Spiker, Lina Elizabeth, (A, 13).
Emporia.
Spiker, Robert, (14).
Emporia.
Spofford, Florence, (15).
Emporia.
Spofford, Franklin Dawson, (14).
Emporia.
Spradling, Ethel R., (D).
Frankfort.
Sproul, Tilla, (A).
Densmore.
Staley, Edward, (A).
Emporia.
Stahl, Beaufort, (15).
Emporia.
Stalcup, Lena M., (1).
Burrton.
Standing, Maud, (4).
Lawrence.
Stauffer, Velva M., (B).
Abilene.
Stedman, Goldie Mable, (14).
Emporia.
Stedman, Harold Hugh, (14).
Emporia.
Stedman, Hazel Aurora, (14).
Emporia.
Stedman, Pearl, (14).
Emporia.
Steele, Avis M., (A).
Emporia.
Stephens, Clark, (1).
Wauneta.
Sterba, William A., (F).
Cuba.
Stevens, Nora Kathryn, (B).
Emporia.
Stevenson, Jonathan L., (H).
Beattie.
Steward, Elsie, (1)
Emporia.
Stewart, Gladys, (D).
Waterville.
Stinson, Gladys, (14).
Emporia.
Stinson, Grace, (14).
Emporia.
Stone, Jessie Ethelynne, (E).
Emporia.
Stout, Estella Vesta, (1).
McLouth.
Stout, Mary, (C).
McLouth.
Stover, H. J., (D).
Winona.
Straight, Mary E., (F.).
Dunlap.
Straley, J. C., (D).
Emporia.
Straub, T. J., (A).
Independence.
Stringham, Maud E., (B).
Williamsburg.
Stroud, J. E., (H).
Howard.
Stubbs, Orville, (1).
Emporia.
Studebaker, William, (A).
Colony.
Suddock, Linnie, (1).
Emporia.
Sullivan, Albert M., (A).
Emporia.

UNDERGRADUATES.

on, Mabel Josephine, (1).
White City.
z, Mary A., (C).
Great Bend.
on, Carl, (1).
Windom.
ingen, Kathryn, (15).
Emporia.
R. R., (1).
Delavan.
er, Ethel G., (A).
Emporia.
er, Harry B., (9).
Reading.
nire, Bessie, (A).
Elmont.
an, Anna Louisa, (A).
Clearwater.
r, Helen, (14).
Emporia.
r, Maude, (1).
Benedict.
, Myrtle Elizabeth, (A).
Howard.
r, Erie L., (A).
Neodesha.
r, Glen Albert, (8).
Emporia.
r, Meta H., (H).
Emporia.
one, Bertha Ellen, (A).
Council Grove.
John Q., (H).
Emporia.
Maggie, (B).
Garnett.
ero, May, (A).
Clay Center.
as, Carrie Averill, (H).
Emporia.
as, Edith May, (A).
Wilson.
as, Nannie, (B).
Emporia.
as, Nellie Frances, (B).
Soldier.
as, Pearly, (1).
Alta Vista.
pson, Bonnie, (8, 10).
Emporia.
pson, Clare C., (B).
Moran.
pson, Elmer H., (F).
Mullinville.

Thompson, Guida, (B).
Emporia.
Thompson, Harriet, (A).
Topeka.
Thompson, Jessie, (A).
Emporia.
Thompson, Muriel E., (D).
Olivet.
Thompson, Nellie Bly, (14).
Emporia.
Thompson, Rothwell, (A).
Moran.
Thompson, William I., (1).
Garnett.
Thomson, Birdena Roberta, (H).
Emporia.
Thomson, Harold, (14).
Emporia.
Thomson, Nettie Lucretia, (H).
Emporia.
Thowe, A. F., (B).
Volland.
Thowe, Carolina Dorothea, (A).
Volland.
Thrall, Edith, (C).
Eureka.
Thrall, Edna May, (A).
Eureka.
Thrall, Neva, (C).
Eureka.
Throop, Edna, (1).
Jarbalo.
Throop, Lorren, (1).
Emporia.
Tilborg, Wilbur, (1).
Dwight.
Tilford, Blaine, (13, 14).
Emporia.
Tilford, Claude E., (D).
Emporia.
Tilford, George R., (H).
Emporia.
Tilford, Mabel, (C).
Emporia.
Tilford, Mamie, (B).
Emporia.
Tilford, Roscoe C., (C).
Emporia.
Timpe, Martin F., (1).
Lowemont.
Tincher, Alpha, (A).
Sharon.
Tincher, Effie, (1).
Sharon.

UNDERGRADUATES.

Tipton, Bertha E., (C).
Emporia.
Tobin, Bertha G., (A).
Republic.
Todd, Grace, (A).
Fort Scott.
Tombaugh, Matilda, (A).
Athol.
Torrence, Onah M., (C).
Axtell.
Totton, Ila, (1).
Emporia.
Townsend, Josephine D., (D).
Valley Falls.
Trapet, Adelaida, (14).
Emporia.
Trapet, Antonio, (14).
Emporia.
Travis, Ella F., (C).
Humboldt.
Traylor, Hallie May, (14).
Emporia.
Traylor, Lucy, (B).
Emporia.
Treadway, Hazel, (A, E, 8).
Emporia.
Troemper, E. C., (E).
Alma.
Troutman, Jean G., (B).
Comiskey.
Troutman, Maria Alice, (14, 8).
Emporia.
Troutman, Virginia, (H).
Comiskey.
Tucker, Mary Esther, (1).
Lawrence.
Tucker, Mrs. Daisy E., (D).
Emporia.
Tullis, Maggie, (B).
Mastin.
Tulloss, L. Clara, (A).
Ottawa.
Turner, Bernice Helen, (H).
Rock Creek.
Twyman, Jeffie, (A).
Emporia.
Tyler, Lucille, (A, 13).
Ozawkie.
Unruh, Eugenia, (C).
Larned.
Valdez, Margarita, (4).
Monterey, Nuevo Leon, *Mexico.*
Van Hove, Bertha, (E).
Clay Center.
Van Landingham, Emma, (A).
Kingman.
Van Laningham, Augusta, (9, 10, 13).
Ashland.
Van Ness, Bertha A., (C).
Emporia.
Van Scoik, Shirley A., (A).
Marion.
Van Voris, Ida Lucile, (14).
Emporia.
Van Wagnen, Flossie, (D).
Millington, *Mich.*
Vaughan, Gem, (A).
Nickerson.
Venard, May, (E).
Ness City.
Venard, Mrs. Mildred, (1, 8).
Ness City.
Vickers, Harvey, (B).
Emporia.
Vickers, Robert, (14).
Emporia.
Viergever, Bertha, (B).
Willard.
Viets, Cora M., (F).
Lawrence.
Vincent, Euna, (F).
Emporia.
Von Trebra, Ernestine, (C).
Chetopa.
Vorse, Bessie, (A).
Wilsey.
Voss, Lizzie, (A).
Lincoln.
Vrooman, Lulu Elsie, (H).
Emporia.
Vyne, Garrett O., (A).
Emporia.
Wachholz, Grace, (A).
Larned.
Wadlington, Ema T., (A).
Mount Vernon, *Mo.*
Wagoner, Cora May, (C).
Raton, *N. M.*
Waite, George L , (8, 10).
Emporia.
Walbridge, Helen Blanche, (A).
Riley.
Walbridge, Louisa Angove, (A),
Riley.
Waldorf, W. J., (A).
Leon.
Walker, Ada, (9, C).
Hudson.

UNDERGRADUATES.

Walker, Ebb A., (A).
Olpe.
Walker, Georgia, (B).
Hudson.
Walker, Josie, (A).
Edmond.
Walker, L. Ada, (C).
Hudson.
Wall, Lyra Dale, (A).
Yates Center.
Wallace, Blanche, (A).
Edgerton.
Wallace, Ethel, (1).
Edgerton.
Wallace, Mary, (A).
Wichita.
Walton, Alice A., (B).
Canon City, *Colo.*
Walter, Beth, (H).
Riley.
Ward, Lola E., (A).
Emporia.
Ward, R. A., (A).
Emporia.
Ward, Violet V., (14).
Emporia.
Warkentin, John H., (9, 13).
Hillsboro.
Warner, Minta, (B, 8).
Morrill.
Warren, A. R., (B).
Lebo.
Warren, Glen, (A).
Lebo.
Warren, Mary Emily, (14).
Emporia.
Warren Nellie L., (C).
Lebo.
Washington, Lottie, (1).
Topeka.
Waters, Clarence R., (1).
Manchester.
Watkins, Evangeline, (15).
Emporia.
Watkins, Gwendolen, (15).
Emporia.
Watson, Mabel, (15).
Emporia.
Watson, Minnie Lorena, (B).
Vermillion.
Watt, J. Earl, (B).
Harper.
Watts, Jno. E., (A).
Burlington.
Way, Orient Mayona, (F).
Parsons.
Weatherbee, Ethel, (1).
Emporia.
Weatherly, Marie, (13).
Emporia.
Weaver, M. Hilda, (14).
Emporia.
Webb, J. Calvin, (C).
Peabody.
Webber, Mabel F., (C).
Milford.
Webster, Maurine, (14).
Emporia.
Wedd, Ethel, (B).
Oakhill.
Wegley, Addie, (A).
Emporia.
Wegley, Elizabeth Inez, (14).
Emporia.
Wegley, Mary Viola, (8, 10).
Emporia.
Welch, Ethel G., (8).
Emporia.
Welch, Kenneth, (14).
Emporia.
Welch, Marian, (15).
Emporia.
Welch, Edgar Thomas, (14).
Emporia.
Wells, Mabel L., (C).
Edmond.
Wells, M. M., (B).
Woodston.
Welton, N. S., (E).
Pomona.
Wendover, Blanche, (C).
Stockton.
West, Louise Elizabeth, (D).
Yates Center.
West, Gertie, (C).
Howard.
Wharton, Harriet Edna, (C, 8).
Yates Center.
Whearty, Nellie, (1).
Pottawatomie.
Wheeler, John M., (A).
Emporia.
Whelan, Mattie, (A).
Huron.
Whildin, Mrs. Martha L., (6, 7).
Emporia.
Whipple, Ida, (1).
Emporia.

UNDERGRADUATES.

Whitaker, Edith Lyle, (1).
Bushong.
White, Ella Mildred, (15).
Emporia.
White, Hazel, (14).
Emporia.
White, Homer, (14).
Emporia.
White, Marian Fannie, (F).
Valley Center.
White, Margie, (1).
Emporia.
White, Minnie Victoria, (D).
Moline.
White, William, (15).
Emporia.
Whitlock, Clay, (A).
Bonner Springs.
Whitlock, W. F., (1).
Jetmore.
Whiteside, Goldie, (1).
Redfield.
Whiteside, Ruby, (15).
Emporia.
Wickham, Mabel, (D).
Lyle.
Wiedrich, Jacob, (1).
Madison.
Wieland, Frank, (A).
Chase.
Wiggs, Anna, (B).
Lebanon.
Wiggs, Myrtle, (B).
Lebanon.
Wilber, Horace Dale, (14).
Emporia.
Wilber, Austin Mills, (14).
Emporia.
Wilcox, Jessie Louise, (D).
Coffeyville.
Wilkinson, Edith Lucia, (F).
Emporia.
Wilkinson, Elgie Lucile, (8, 10).
Saffordville.
Wilkinson, Lucile H., (B).
Emporia.
Willard, Henry P., (A).
Arcadia.
Williams, Capy Illinois, (14).
Emporia.
Williams, Clara, (14).
Emporia.
Williams, Dovie, (1).
Yates Center.
Williams, Ethel, (8, B).
Emporia.
Williams, Hannah, (C).
Emporia.
Williams, Irene Maud, (A, 8)
White City.
Williams, Henry Lee, (8).
White City.
Williams, Martha, (A).
Mastin.
Williams, Maud, (A).
White City.
Williams, Muriel Ella, (A).
New Cambria, *Mo.*
Williams, Reese M., (H).
Emporia.
Williams, Sayde, (B).
Mastin.
Williamson, King, (8, 9).
Coldwater.
Williamson, Maud, (1).
Howard.
Wilson, Anabel, (B).
Newton.
Wilson, Alonzo, (14).
South McAlester, *I. T.*
Wilson, Daniel, (1).
Kingfisher, *Okla.*
Wilson, Delle, (A).
Winchester.
Wilson, Ernest, (A).
Eskridge.
Wilson, Fred, (A).
Chandler, *Okla.*
Wilson, Fred L., (1).
Eskridge.
Wilson, Henry I., (H).
Emporia.
Wilson, John L., (1).
Elk City.
Wilson, Lottie, (A).
Emporia.
Wilson, Mary, (A).
Emporia.
Winans, Bertha, (A).
Ozawkie.
Winchell, I. E., (C).
Salina.
Wing, Truthful, (A).
Humboldt.
Winger, Lulu, (A).
McCune.
Winn, Edith, (C).
Howard.

UNDERGRADUATES.

Winston, J. C., (E).
Emporia.
Winters, Hallie Beatrice, (C).
Emporia.
Winters, Mabel Olive, (C).
Emporia.
Winters, Henry Osson, (1).
Severy.
Wiseman, Cassie C., (14).
Elmont.
Wiseman, May, (B).
Elmont.
Witherspoon, Ernest, (14).
Emporia.
Womer, E. H., (A).
Womer.
Wonner, Faith, (F).
Wa Keeney.
Wood, Frank W., (1).
Emporia.
Wood, Grace M., (1).
Emporia.
Woodard, Harriet, (D).
Emporia.
Woodard, Iona May, (D).
Emporia.
Woodhead, Georgia Madge, (H).
McLouth.
Woods, E. B., (A).
Kincaid.
Woods, Essie Clair, (1).
Hamilton.
Woods, Frank H., (1, 8).
Emporia.
Woods, Hattie Ellen, (D).
Kincaid.
Woodside, Lowell Newton, (1).
Emporia.
Woodside, Ruby, (14).
Emporia.
Woodward, Eva, (4).
Delphos.
Woodworth, Mazie E., (1).
Agricola.
Wooster, David Thomas, (14).
Emporia.
Wooster, Florence, (C).
Emporia.
Wooster, Ruth, (B).
Emporia.
Wren, Mabel E., (A).
Kincaid.
Wright, Clinton, (F).
Lowell.
Wright, Nellie, (D).
Emporia.
Wyatt, Bertha, (D).
Stockton.
Yeager, Anna Marie, (1).
Madison.
Yoakum, Carrie, (E).
Kansas City.
Young, Carrie A., (1).
Howard.
Young, Erma, (1).
Ottawa.
Young, George, (1).
Emporia.
Young, Masia, (C).
Neosho Falls.
Young, Stella, (A).
Garnett.
Young, Claude, (A).
Miltonvale.
Zavitz, Estella, (B).
Morrill.
Zeller, Eve, (8, 10).
Cheney.
Zimmerman, Minnie M., (C).
Emporia.
Zimmerman, Nellie, (B).
Olathe.
Zirnstein, Hattie, (A).
Fairview.

Summary of Attendance.

FOURTH YEAR		113
Postgraduates, H Class	74	
Seniors, G Class	39	
THIRD YEAR		132
F Class	76	
E Class	56	
SECOND YEAR		232
D Class	105	
C Class	127	
FIRST YEAR		701
B Class	186	
A Class	515	

Special Classes		202
Irregular and Special Students		144
Shorthand and Typewriting	9	
Kindergarten Training	7	
Music: Graduates	7	
Music: Undergraduates	121	
Library Training		5
Model School		193
Kindergarten		51
Total		1,773
Repetitions		76
Total for the year		**1,697**

Kansas Counties Represented.

The following-named counties, ninety-three in all, were represented during the past year. As younger children make up the classes in the primary and intermediate departments of the Model School, the pupils listed there are largely from Emporia or from the immediate vicinity. Many pupils who are enrolled as from Emporia belong to families residing here temporarily for the purpose of educating their children.

Allen	9	Grant	3	Osborne	3
Anderson	22	Gray	10	Ottawa	5
Atchison	5	Greenwood	44	Pawnee	12
Barber	4	Harper	8	Phillips	3
Barton	2	Harvey	9	Pottawatomie	9
Bourbon	14	Hodgeman	5	Rawlins	4
Brown	9	Jackson	10	Reno	4
Butler	20	Jefferson	30	Republic	18
Chase	14	Jewell	8	Rice	11
Chautauqua	12	Johnson	15	Riley	19
Cherokee	9	Kingman	15	Rooks	6
Clark	2	Kiowa	4	Rush	5
Clay	18	Labette	11	Russell	4
Cloud	14	Lane	1	Saline	5
Coffey	57	Leavenworth	18	Scott	1
Comanche	5	Lincoln	9	Sedgwick	21
Cowley	8	Linn	12	Seward	1
Crawford	15	Lyon	551	Shawnee	34
Decatur	1	McPherson	5	Sheridan	1
Dickinson	13	Marion	19	Smith	19
Doniphan	7	Marshall	22	Stafford	14
Douglas	13	Meade	6	Sumner	9
Edwards	4	Miami	7	Thomas	8
Elk	29	Mitchell	12	Trego	2
Ellis	1	Montgomery	15	Wabaunsee	29
Ellsworth	4	Morris	27	Washington	14
Finney	1	Nemaha	6	Wichita	1
Ford	9	Neosho	21	Wilson	32
Franklin	25	Ness	2	Woodson	21
Geary	11	Norton	8	Wyandotte	9
Graham	5	Osage	36	Total	1,641

From Outside of Kansas.

Arizona	1	Iowa	5	Ohio	2
Arkansas	1	Michigan	1	Oklahoma	15
Colorado	2	Missouri	10	Pensylvania	1
Illinois	4	Nebraska	2	Tennessee	1
Indiana	1	New Mexico	1	Mexico	2
Indian Territory	6	North Dakota	1	Total	56

The enrolment for the new year up to September 15, 1905, shows a much greater gain than is usual over the enrolment up to the same date in the previous year.

The Kansas State Normal School,

EMPORIA, KANSAS.

Alumni Number.

Vol. V. No. 2.

OCTOBER 1905.

TOPEKA:
STATE PRINTING OFFICE.
1905.

Program, Third Ten Weeks,

BEGIN. A. M. Nov. 13.	Room 34.	Room 49.	Room F.	Room 46.
8:10	Latin, 2.*	Latin, 7.	Meth., General.	U. S. History, Spec.
8:25	Latin, 1.	Latin, 4.	History, Greek.	Psychology, VI.
8:40	Orthography.			Etymology.*
8:50	Latin, 3.	History of Ed.	Physiology, IV.	Child Study.
9:05	Latin, 2.	Latin, 6.	Library School.	Phil. of Ed.
9:20	Latin, 3.*		Library School.	Psychology, IV.

BEGIN. A. M. Nov. 13.	Room 48.	Room 55.	Room 27.	Room 75.
8:10		Rhetoric.*		Grammar.*
8:25	English Lit.	Rhetoric.	Grammar.	Grammar, Spec.
8:40	Grammar, Meth.	Orthoepy.*	Orthography.*	Spelling, Spec.
8:50	English Lit.*	Grammar.*	Phys. Geog., Spec.	Grammar, Spec.
9:05		Grammar, Spec.	Grammar.	Physiol., Spec.
9:20	Lit. Crit., Course 2.	Rhetoric.* Lit., Spec.	Grammar.	Grammar.*

BEGIN. A. M. Nov. 13.	Room 59.	Room 47.	Room 28.	Room 56.
8:10	Penmanship, Spec.	Algebra, V.	Algebra, II.*	Arithmetic.*
8:25	Bookkeeping and Penmanship.	Algebra, Spec.	Arithmetic.	Algebra, II.
8:40	Spelling, Spec.	Orthoepy.	Orthography.	Orthography.
8:50	Bookkeeping, Spec.	Arith., Meth.	Algebra, Spec.	Arithmetic.*
9:05	Arithmetic, Spec.	Geometry.	Arithmetic.	Algebra, II.
9:20	Typewriting and Shorthand.	Geometry.*	Algebra, II.*	Arithmetic.*

* First half.

The Arabic numerals after studies indicate the order in which the various terms of a subject should be taken; the Roman indicate the term in the course.

1905–'06 (November–January).

Room 39.	Room 57.	Room 54.	Room 74.	BEGIN, A. M. Regularly.
Sch. Law and Management.*	Gen. History, Eng.*	Civil Law, Spec.	U. S. History, Spec.	8:10
Kansas History.	Political Economy.	Par. Law. Wed. P. M.	U. S. History, Spec.	8:55
Spelling, Spec.	Orthography.*	Spelling, Spec.		9:40
Sch. Law and Management.*	Gen. History, Eng.	History, Meth. Wed. P. M.	Music, III.	10:20
Sch. Law and Management.	Gen. History, Roman.	History and Law.	Music, III.	11:05
U. S. History, Spec.	Gen. History, Eng.*	History and Law.*	Music, V.	11:50

Room 58.	Room 1-4.	Room 62.	Room 61.	BEGIN. A. M. Regularly.
German, 1.*	Manual Tr., 6-8, Wood Carving.		Drawing, I.*	8:10
German, 3.	Arithmetic, Spec.	Drawing, I.	Civil Law, Spec.	8:55
Orthography.	Orthography.	Spelling, Spec.		9:40
German, 2.	Manual Tr., 3-5, Woodwork.	Manual Tr., 2, Drawing.	Drawing, I.*	10:20
German, 4.	Manual Tr., I, Drawing.	Drawing, I.	Drawing, I.	11:05
German, 1.	Manual Tr., Clay Mod.		Drawing, I.*	11:50

Room 51.	Room 26.	Room 25.	Room 37.	BEGIN. A. M. Regularly.
Elocution.*	Botany.*	Physiology, IV.	Geography, Spec. Pol.	8:10
Elocution.	Biology, College.	Physics, IV.	Geography.	8:55
	Orthoepy.	Etymology.	Geography, Meth.	9:40
Elocution.*	Botany.	Chemistry, VI.	Geography, Spec. Phys.	10:20
Reading, Spec.	Zoology.	Physics, V.	Geography.*	11:05
Oratory.	Geology, VII.	Physiology, VII.	Geography.*	11:50

* First half.

The program shows what work is to be done, but is not to be understood as signifying that all the subjects in one room are to be taught by the same teacher.

ELECTROLIERS IN FRONT OF LIBRARY.

Preface to this Number.

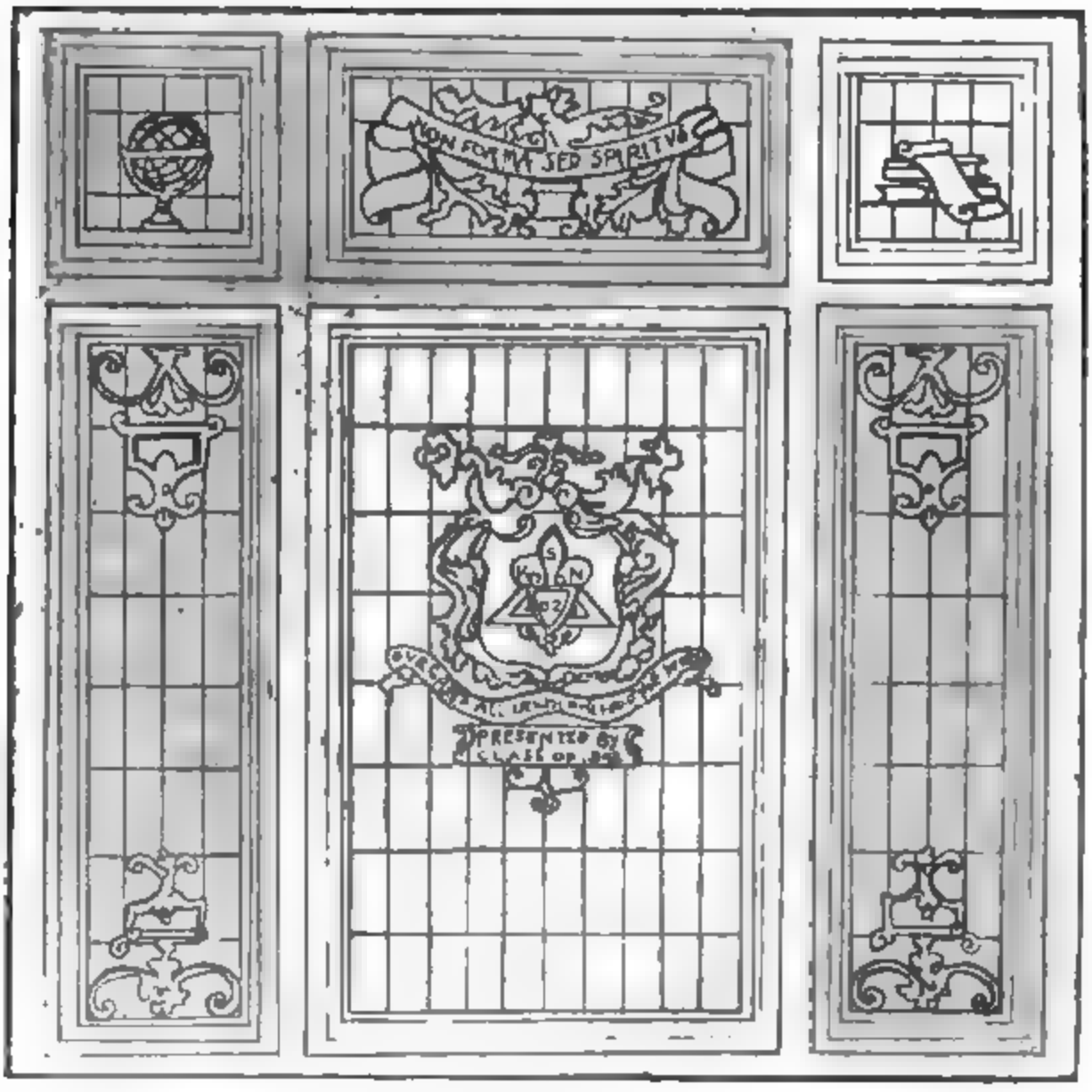
Where no state is named the town is in Kansas, except in case of a few well-known cities, after which the name of the state is omitted for lack of room. We have sent inquiries in recent years as to whether our record is correct, and have, in some instances, received no response. It is especially important that we receive verification where lack of definite information may cause question as to whether the certificate remains valid.

Further neglect will cause us to drop the address from our mailing-list and to indicate that we cannot vouch for the certificate force of the diploma.

The italic names indicate graduation from the Academic course only, or, if the graduation is from some other course, the spending of as much as three consecutive years out of school work since the passage of the law which contains the following section: "All life certificates issued by the State Board of Education or by the Regents of the State Normal School shall be void if the holder of the same should not be engaged in school work for three consecutive years; provided, that certificates may be renewed by the State Board of Education." The attorney-general has ruled that this clause will apply to life certificates issued before the law was passed as well as to those issued since.

The data given are the latest we are able to obtain. With few exceptions, we have been able to verify them to date. The alumni would confer a favor by reporting to this office any inaccuracies that may be found, and by promptly notifying us as changes in their own employment or location may be made. The alumnæ who change their names will, of course, give us their new names as soon as convenient, but will please bear in mind to refer in all correspondence to the name under which they graduated, so we may refer to our alphabetic list. We wish for record, if not for publication, enough items of post-office address to secure prompt delivery of mail. It is our purpose to keep on record in the office the occupation of each graduate, even when he is not engaged in school work.

The number at the close of a record shows years of teaching before the present year and since graduation.



ORNAMENTAL WINDOW OVER FRONT ENTRANCE TO LIBRARY BUILDING.

Presented by Class of 1902.

Alumni Record.

Abbreviations to indicate courses completed:

Adv.....Advanced.
Ad. E.....Advanced English.
Ad. E. & L.....Advanced English and Latin.
C. S.....Common School.
El.....Elementary.
El. E.....Elementary English.
Eng.....English.
Eng.-Ger.....English-German.
Lat.....Latin.

Abbott, Zella, '99. Kansas City, Mo.
Adams, George Ira, El. '89, Lat. '90. Lima, Peru. 10.
Adams, Margaret L., El. '04. Topeka.
Adams, Rose, El. '04. Tr. city sch., Iola.
Ader, Benj. Franklin, El. '97. Tr. bus. coll., Stanstead, P. Q. 8.
Agrelius, Frank U. G., El. '98. Stu. Kan. Univ., Lawrence. 7.
Aikins, Ardie (Mrs. Shipley), El. '99. Coffeyville. 3.
Akers, Elizabeth, El. '03. Prairie View. 2.
Albach, Louisa Bertha, El. '92. Tr. Zion school, Chicago, Ill. 10.
Albaugh, Nannie (Mrs. Leatherwood), El. '94. Salt Lake.
Alden, Lizzie Shaw, El. '97. Newton. 4.
Aldrich, Bertha, El. '03. Tr., Belmont. 2.
Alexander, Clara Grace, El. '02. Tr. high sch., Manhattan. 3.
Alexander, Emma Jewell (Mrs. Keene), El. '95. K. C., Mo.
Alexander, Ulysses Stover, Lat. '90. Tr., Winfield. 15.
Allbaugh, Edgar B., El. '01. Tr. co. high sch., Clay Center. 4.
Allen, Geo. A., jr., El. '04. County supt., Holton. 1.
Allen, Richard, El. '98. Tr. co. high sch., Independence. 7.
Allison, Myrtle, El. '01. Tr. city sch., Florence. 4.
Amyx, Henry Bascom, El. '04. Prin. high sch., Kinsley.
Anderson, Eric, '94, Lat. '95. Neame, La. 1.
Anderson, Gertrude (Mrs. Grant), El. '04. Houston, Tex. 1.
Anderson, Mary E. (Mrs. Burner), Lat. '91. New Holland, Ill.
Anderson, Robert Victor, El. '98. El Reno, Okla. 4.
Anderson, W. A., Lat. '01. Prin. sch., McLouth. 4.
Andrews, Laurin Lundy, Lat. '03. Beloit. 2.

Andrews, Vernon L., '00. Stu. med. coll., Kansas City, Mo. 5.
Angevine, Olive M. (Mrs. Stote), El. '95. Kansas City. 4.
Anthony, Ella (Mrs. Bauman), El. '93. San Diego, Cal. 1.
Archer, Blanche Zelma, El. '04. Tr. city sch., Garnett. 1.
Armor, Gladdis Belle, El. '97. Emporia. 5.
Armstrong, Lyman Herbert, El. '89, Lat. '99. Bigelow. 11.
Arnett, Flora Kate (Mrs. Bigg), El. '03. Washington, D. C. 1.
Arnold, Eleanor (Mrs. Wilson), El. '00, Lat. '02. Valley Falls. 4.
Arnold, Elizabeth M. (Mrs. Van Ness), El. E. '81. Mound City.
Arnold, Sophia E., El. '03. Tr. city sch., Burlingame. 2.
Atherton, Sarah Anne, El. '01. Tr. city sch., Emporia. 4.
Atkeson, George Longdon, '98. Co. supt., Fredonia. 7.
Atkins, Louie E., El. '93, Lat. '99. Tr. city sch., K. C., Mo. 12.
Auchard, Robert M., C. S., '84. Wallace.
Ausemus, Sarah E., Lat. '02. Tr. city sch., Los Angeles, Cal. 3.
Ausherman, Benjamin M., El. '84. Evanston, Wyo. 5.
Austin, Helen (Mrs. Hutchings), El. '98. Argentine. 4.
Austin, Mabel Minerva (Mrs. Lyon), El. '01. Lincoln. 1.
Avery, Edna, El. '97. Tr. city sch., Emporia. 8.
Avery, Inis Florence (Mrs. Chapman), El. '97. Keats. 1.
Aves, Lottie Elizabeth, El. '97. Tr. city sch., Hastings, Neb. 8.
Axtell, Florence (Mrs. Abbey), El. E. '81. Newton. 4.
Ayers, Frank, El. '02. McPherson. 2.
Bacheller, Milan Owen, El. '97. Tr., Sterling. 8.
Backlund, Hattie, El. '04. Tr. city sch., Lasita. 1.
Bacon, Adaline Maria (Mrs. Droll), El. '92. Mayday. 2.
Bacon, Henrietta E. (Mrs. Elias), El. '91. Lafayette, Ind. 1.
Bacon, Laura Kate (Mrs. Myler), El. '89. Iola. 6.
Bacon, Mary Emily, El. '98. Marquette. 1.
Bailey, Alfred M., '98. Yonkers, N. Y. 5.
Bailey, Laura Delove, El. '90. Tr. city sch., Topeka. 15.
Bailey, Thomas Arthur, '01. Tr., Brownell. 3.
Baird, Mary Brooks, El. '92, Lat. '96, 1820 Mich. av., Chicago. 11.
Baird, Mary Marincia, El. '04. Tr. city sch., Cherryvale. 1.
Baker, Ada Celestia, El. '96. Tr. county high sch., Columbus. 9.
Baker, Andrew Jackson, El. '04. Supt. sch., La Harpe. 1.
Baker, Annie Florence, El. '01. Tr. city sch., Hoxie. 4.
Baker, Ida May (Mrs. Herron), El. '84. Topeka. 5.
Baker, Joseph Jefferson, El. '04. Prin. sch., Elk City. 1.
Baker, Lilian Clare W., El. '04. Tr. city sch., Topeka. 1.
Baker, Laura M. (Mrs. Brown), El. '88. Kansas City, Mo. 4.
Baker, Mary Ellen (Mrs. Lawrence), El. '94. Sabetha. 8.
Balch, Sadie L., C. S. '82. Died 1888. 4.
Balcomb, Emily L. (Mrs. Grant), El. '97. Osage City. 6.

Balcomb, Ernest E., Eng. '92. Tr. normal sch., Alva, Okla. 13.
Balcomb, Francis Ward, '99. 5753 Drexel ave., Chicago, Ill. 4.
Balcomb, Jean Bart, El. '99. San Francisco, Cal. 5.
Balcomb, Mary Florence, '99. Stu. Leland Stanford Univ. 6.
Bales, David M., '70. Colorado Springs, Colo. 22.
Ballew, Thomas Joseph, El. '92. Geary, Okla. 7.
Ballinger, Lulu (Mrs. Davidson), El. '91. Bozeman, Mont. 4.
Barber, Edward T., El. '87. Tr. state normal, Albion, Idaho. 18.
Barber, Ella Evangeline, El. '02. Prin., Iowa Point. 3.
Barber, Nettie Winona, El. '98. Asst. high sch., Kirwin. 6.
Bardwell, Sol A., El. '95. Prin. county high sch., Clay Center. 10.
Barnes, Laura C., El. '91. Tr. city sch., Monrovia, Cal. 14.
Barnett, Isabella C. (Mrs. Savery), Lat. '98. Spokane, Wash. 5.
Barnett, Linna, Lat. '05. Tr. city sch., Pleasanton.
Barnett, Mary Paulding, Lat. '95. St. Helena, Cal. 9.
Barnett, R. J., Eng. '96. Manhattan. 4.
Barrows, Edwin P., El. '88, Lat. '90. Sedgwick. 2.
Bassett, Albert J., El. '04, Lat. '05. Prin. sch., Ogden. 1.
Bassett, Hattie E. (Mrs. Aldrich), Lat. '95. Topeka. 8.
Bates, Nannie Lou, El. '99. County supt., Enid, Okla. 6.
Baugher, D. A., El. '99. Supt., Kinsley. 6.
Baxter, L. W., El. '90, Lat. '93. Terr. supt. sch., Guthrie, Okla. 15.
Baxter, T. P., El. '95, Lat. '96. Garnett. 3.
Beach, J. H., Lat. '96. Prin. sch., Meade. 7.
Beadle, Jesse A., '97. Tr., National City, Cal. 8.
Beale, Ione J. (Mrs. Harkness), El. '01. Siloam Springs, Ark. 3.
Beates, James William, '96. Denver, Colo.
Beates, Mary L., El. '96. Tr. Southern Ute sch., Ignacio, Colo. 7.
Beatty, M. Annette, El. '04. Osborne.
Becker, O. M., El. '97. Supt. McCormick Inst. of Ind., Chicago. 6.
Beckett, Lucille (Mrs. Kennedy), El. '00. Olathe. 1.
Beckley, Candace I. (Mrs. Powell), El. '94. Neodesha. 2.
Bell, Drummond S., El. '95. Vernon. 4.
Bell, Kate T., '96, Lat. '97. Tr. city sch., Lead, S. Dak. 9.
Bell, Lilly M. (Mrs. Brown), El. '93. Piqua. 1.
Bemis, Nina May, El. '94. Hays. 3.
Benedix, Margaret L., El. '01. Prin. high sch., Kingman. 4.
Bennett, Flora (Mrs. Morgan), El. '76. Deceased. 8.
Bennett, Ora, El. '02. Tr. city sch., Topeka. 3.
Benson, Ruth, El. '00. Tr. city sch., Colorado Springs, Colo. 5.
Berger, Lyda C., El. '97. Emporia. 4.
Berry, Mary E., El. '94. Tr. high sch., Clarinda, Iowa. 11.
Berry, Susanna, El. '03. Prin. sch., St. Paul. 2.
Best, Alice E. (Mrs. Weinschenck), El. '91. Rochester. 13.

Best, Jennie J. (Mrs. Wilbur), El. '91. Admire. 2.
Best, Mrs. Lucy S., El. '01. Tr., Riverside, Cal. 3.
Betty, Evangeline (Mrs. Peck), El. '92. Kansas City, Mo. 1.
Betz, Bert R., El. '95. Chapman. 9.
Bieber, Emma A., Lat. '04. Prin. sch., Lebanon, Neb.
Bieber, Etta A., El. '04. Tr. city sch., Sharon Springs. 1.
Bill, Lilly Ella, El. '93. Tr. city sch., Evanston, Ill. 12.
Binford, Bevan, '93. Died 1900. 7.
Binford, Gurney, El. '92. Supt. mission sch., Tokio, Japan. 13.
Bird, J. S., Lat. '05. Tr. K. S. N., Emporia.
Bishoff, Mark L., El. '90. Topeka. 9.
Bishop, Angelia, (Mrs. Vollmar), C. S. '82. Columbus. 2.
Bishop, Carry A., C. S. '83, El. '85. Emporia. 8.
Bissell, Anna M., El. '82. Died 1889. 7.
Bitler, Estelle (Mrs. Tower), C. S. '82. Mendota, Ill.
Bitler, Ina, El. '03. Tr. city sch., Madison. 2.
Bixler, Elinor M. (Mrs. Smith), El. E. '80. Springfield, Mo. 3.
Black, Margaret E. (Mrs. Mindeleff), El. '91. New York. 12.
Black, Ida E., El. '91. Kansas City, Mo. 1.
Black, Jessie G., El. '00. City sch., Emporia. 5.
Blaine, Grace M., El. '02. Tr. city sch., Humboldt. 3.
Blaine, M. Pearl, El. '02. Tr. city sch., Pittsburg. 3.
Blair, Annie, El. '01. Prin. high sch., Osage City. 4.
Blair, William R., El. '95. Tr. Univ. of Chicago. 10.
Blanchard, Jessie (Mrs. Mossman), Lat. '04. Valley City, N. D. 1.
Blandin, Luella, El. '78. Colorado Springs, Colo. 1.
Blood, John W., '02, Lat. '04. Stu. Kan. Univ. 3.
Blunk, Anos M., El. '88. Galena. 6.
Boal, Mary S., El. '04. Tr. city sch., Clifton. 1.
Boersma, Celia (Mrs. Merwin), El. '92, Lat. '94. El Dorado. 5.
Boersma, Jessie, El. '92, Lat. '94. Rosalia. 9.
Bogar, T. P., El. '92. Creston, Iowa. 7.
Bogle, Artemas M., Lat. '89. Tr. high sch., Kansas City. 16.
Bohr, Frank, El. '04. Stu. Univ. of Mich., Ann Arbor. 1.
Bohr, Louis J., El. '02. Stu. Kan. Univ. 3.
Boles, Elizabeth, El. '97. Died 1901. 4.
Bolton, Will E., El. '83. Woodward, Okla. 2.
Bonifield, Ortha M. L., El. '00. Tr., Moline. 5.
Bordenkircher, Clare K. (Mrs. Byrnes), El. '02. Chicago. 3.
Borland, Lois Bertha, El. '99. Burlingame. 2.
Borland, Louis, '93. Owens, Okla.
Bosley, Vada, El. '02. Tr. city sch., Abilene. 3.
Botsford, Anna, El. '03. Tr. city sch., Lawrence. 2.
Boughton, Wallace S., El. '84. Salina. 1.

Bowen, Minnie A., El. '03. Prin. ward sch., Iola. 2.
Bowers, Benjamin F., '02. Tr. Philippine Islands. 3.
Bowers, Ephraim M., Lat. '01. Clarks, La. 3.
Bowersox, William L., El. '01. Prin. high sch., Great Bend. 4.
Bowles, Elihu, El. '99. Prin., Prosser, Wash. 6.
Bowling, Alonzo J., Eng. '02. Stu. Mich. Univ., Ann Arbor. 3.
Bowman, Harriet (Mrs. Kirby), El. '87. Rock Rapids, Iowa. 1.
Bowman, Ola, Lat. '92. Tr. high sch., Spokane, Wash. 13.
Boyd, Ida E., El. '04. Tr. city sch., Chanute. 1.
Boyer, John Edgar, El. '98. County supt., Kingman. 7.
Boyles, Anna Bowen (Mrs. Rogers), El. '89. Larned. 4.
Boyles, Ralph, El. '03, Eng. '04. Tr. Norton county high sch. 2.
Bracken, M. J. (Mrs. Prosser), El. '90. Tr. high sch., Salt Lake. 15.
Bracken, Pamela, C. S. '83. Prin. sch., Rexford. 21.
Braddock, Lois Ella, El. '98. Tr. city sch., Le Roy. 5.
Bradford, Ira J., El. '96, Eng. '00. Supt., Alamosa, Colo. 9.
Bradford, William A., El. '95. Perry. 2.
Bradley, Carrie F., El. '86. Tr. city sch., Emporia. 19.
Bradley, Elouise (Mrs. Bowers), Lat. '88. Lincoln. 2.
Bradley, James T., El. E. '81. Sedan. 6.
Brainerd, Bertha (Mrs. de Niedman), El. '84. Benicia, Cal. 7.
Brann, Lura Belle, El. '04. Tr. city sch., Lincoln. 1.
Branson, Laura E. (Mrs. Nunlist), Lat. '96. Seattle, Wash. 8.
Braum, Creswell C., El. '97. Mayetta. 4.
Brazil, Jeannie H. (Mrs. Newby), El. '89. Acme, Tex. 3.
Bresette, Linna E., El. '02. Tr. city sch., Topeka. 3.
Bric, Marie T., El. '93. St. Joseph, Mo. 1.
Brinkerhoff, Charles N., El. '91. Sedan. 6.
Brobst, Claude Milo, '00. Chanute. 3.
Brobst, Mary Maude (Mrs. Ganoung), El. '99, Lat. '02. Cawker. 3.
Brockett, Hettie L. (Mrs. Miller), C. S. '83. McPherson. 5.
Brogan, Anna Helen, El. '04. Prin. sch., Hartford. 1.
Brookens, Edwin E., '01, Lat. '02. County supt., Smith Center. 4.
Brookens, Elgie Clifford, El. '04. Stu. Kan. Univ., Lawrence. 1.
Brookover, Jessie Irene, El. '92. Tr. academy, Eureka. 13.
Brooks, Charles Henry, El. '01. Prin., Springhill. 4.
Brooks, Jennie May, El. '89. Prin. ward sch., Ottawa. 16.
Brooks, Mary Helen, El. '03. Tr. city sch., Chanute. 2.
Broom, Byron, Eng. '03. Stu. K. S. A. C., Manhattan. 2.
Brown, Ada A., El. '04. Tr. city sch., Keats. 1.
Brown, Benjamin Eli, El. '91, Lat. '95. Piqua. 3.
Brown, Callie (Mrs. De Vault), El. '81. Kansas City, Mo. 3.
Brown, Caroline May (Mrs. Brewster), El. '95. Troy. 4.
Brown, Clara A., El. '02. Tr. city sch., Lead, S. Dak. 3.

Brown, Delta May, El. '04. Tr. city sch., Manhattan. 1.
Brown, Frances L., El. '98. Tr. city sch., Topeka. 7.
Brown, George A., El. '02. Supt., Caney. 3.
Brown, J. N. D., '69. Chickasaw, I. T. 3.
Brown, John Wm., Lat. '04. Stu. Kan. Univ., Lawrence. 2.
Brown, Laura E. (Mrs. Page), El. '88. Upland, Cal. 4.
Brown, Lola E. (Mrs. Whitelaw), El. '99. Garden Plain. 4.
Brown, Love, El. '89. Tr. city sch., Osage City. 16.
Brown, Lutie I., El. '97. Tr. city sch., Emporia. 8.
Brown, Mary B. (Mrs. Kincaid), C. S. '82. Reserve. 4.
Brown, Mattie M., El. '00, Lat. '01. Wellington. 5.
Brown, Maude (Mrs. Bangs), El. '94. Madison. 5.
Brown, Naomi H., El. '97. Tr. city sch., St. Joseph, Mo. 7.
Brown, Ora C., El. '92. Aulne. 11.
Brown, Royal Allen, El. '04. Prin. sch., Jetmore. 1.
Brown, Wm. Brazil, El. '90, Lat. '91. St. Joseph, Mo. 8.
Brumbaugh, Verna, El. '99. Tr. city sch., Palouse, Wash. 6.
Bruton, John Pulaski, '01. Thorp, Wash. 3.
Bryant, Henry H., El. '01. Died 1903. 2.
Buck, Daisy I., El. '01. Tr. city sch., Sabetha. 3.
Bullimore, Richard, El. '01, Lat. '05. Prin. co. high sch., Scott. 4.
Bullock, Hattie F., (Mrs. Thompson), El. '02. Almena. 3.
Bunbury, Marian F. (Mrs. Welch), C. S. '82. Emporia. 7.
Bunch, Victoria, El. '01. Tr. city sch., Galena. 4.
Bunning, Edith K., El. '04. Tr. city sch., Burlington. 1.
Burkholder, E. Catherine, El. '03. Tr. co. high sch., Clay Center. 2.
Burkholder, Mattie G., El. '02. Galena. 3.
Burney, Frances J. (Mrs. Rhodes), El. '00. Colony. 1.
Burr, Gertrude M., El. '95. Tr. city sch., Emporia. 8.
Bushey, Allen H., Eng. '86, Lat. '94. City supt., Pittsburg. 16.
Butler, Mary, El. '04. Tr. city sch., Stafford. 1.
Buxton, Anna, El. '04. Tr. city sch., Peru. 1.
Buxton, Cora, El. '04. Tr. city sch., Mound City. 1.
Byerts, Nettie, El. '02. Socorro, N. M. 1.
Cady, Wm. H., El. '72, Eng. '83. Augusta. 3.
Cain, Grace Sylvia, Lat. '98. Tr. city sch., Los Angeles, Cal. 7.
Cain, Willis A., El. '01. Concordia. 2.
Caldwell, Walter W., El. '02. Student medicine, Topeka. 2.
Calhoun, Julian Cassius, '91. Keosauqua, Iowa. 2.
Call, Louetta, El. '03. Tr. city sch., Emporia. 2.
Calvert, Edna (Mrs. Wallace), El. '92. Died 1895. 2.
Campbell, Jennie, '74. Plymouth. 9.
Campbell, Nettie (Mrs. Cortright), El. '01. Wa Keeney. 3.
Campbell, Thomas W., El. '89. Chicago, Ill.

Canaday, Minnehaha, El. '95. Tr. city sch., Kansas City. 9.
Cannan, John, El. '96, Lat. '97. Prin. high sch., Chanute. 9.
Canty, Miles E., Eng. '03. Stu. Kan. Univ., Lawrence. 2.
Carlile, Anna, El. '98. Tr. city sch., Coffeyville. 7.
Carlile, Mattie G., El. '02. Tr. high sch., Downs. 3.
Carll, Anna L. (Mrs. Stiles), Eng. '82. Chicago, Ill. 17.
Carman, Alice, El. '90. Tr., New Rome, Minn. 11.
Carney, Albert B., '92. Supt., Concordia. 13.
Carney, Earl M., '96, Lat. '97. Stu., Chicago, Ill. 9.
Carnine, Ida May (Mrs. Beeson), El. '93. Pleasanton. 3.
Carpenter, Ella E. (Mrs. Young), El. '96. Oklahoma. 2.
Carpenter, F. D., '95. Stu. Northwestern Univ., Chicago, Ill. 2.
Carpenter, Myrtle L., El. '90. Tr. st. nor., Platteville, Wis. 10.
Carr, Lillian F. (Mrs. Lockwood), El. '95. Kansas City, Mo. 9.
Carson, David, El. '01. Stu., Ann Arbor, Mich. 4.
Carter, Anna, El. '04. Emporia. 1.
Carter, Ida Estella, El. '04. Tr. city sch., Plymouth. 1.
Carver, Arthur W., El. '02. Los Angeles, Cal. 3.
Cash, Annie M., El. '04. Tr. city sch., Larned. 1.
Cash, Charles C., El. '04. Stu. K. S. N., Emporia. 1.
Castillo, E. J., Lat. '97. Tr. county high sch., Independence. 8.
Cavaness, C. T., '69. Chiles. 6.
Challender, Olive M., El. '00. Tr. city sch., Burrton. 5.
Chamberlain, J. E., El. '03. Supt., La Cygne. 2.
Chamberlin, Alla M., El. '96. Tr. city sch., Hoquiam, Wash. 8.
Chamberlin, Louie, El. '86. Tr. city sch., Colorado Springs. 19.
Chamberlin, Lura M., El. '96. Died 1899. 2.
Chance, Kathryn Gray, El. '04. Tr. city sch., Hill City. 1.
Chandler, May, El. '99. Tr. city sch., Kansas City. 6.
Chapman, C. C., '99. Herington. 1.
Chapman, F. M., El. '95. Keats. 7.
Chapman, Mary Jane (Mrs. Kerr), El. '02. Macksville. 3.
Chapman, Mina, El. '04. Tr. city sch., Concordia. 1.
Chase, Eunice Clara (Mrs. Davis), El. '94. Foster, Mo. 4.
Chellis, Mollie, El. '04. Tr. city sch., Kansas City, Mo. 1.
Chilcott, Oscar M., Lat. '00. Rockvale, Mont. 2.
Childears, Cora (Mrs. Burdick), El. '93. Alamogordo, N. M. 2.
Childears, Nora, El. '91. Tr. city sch., Kansas City. 14.
Christian, Jennie Dott (Mrs. Dickerson), El. '92. Carlyle.
Christian, Mattie G. (Mrs. Calhoun), El. '91. Keosauqua, Iowa.
Christianson, Mabelle, El. '00. Prin., Reece. 5.
Christy, Osie K. (Mrs. Mathis), El. '98. Chanute. 2.
Christy, Zoa Estelle, El. '00. Hiawatha. 3.
Claassen, Peter A., '93, Lat. '94. Tr. academy, Evanston, Ill. 11.

Clark, Arthur Miller, El. '02. Prin. ward sch., Weir. 3.
Clark, Flora J. (Mrs. Sands), C. S. '82. Peabody. 4.
Clark, Herbert Fletcher, El. '00. Prin., Hollywood, Cal. 5.
Clark, Nina Arstilla, El. '98, Eng. '00. Emporia. 4.
Clark, Roxie Ellen, '93. Wichita. 9.
Clarke, Elva E., '91, Eng. '92. Librarian K. S. N., Emporia. 14.
Clarke, Etta I'Dell (Mrs. Culver), '93. Detroit, Mich.
Clarke, Joseph Washington, El. '94. Leadville, Colo. 2.
Clayton, Joseph, El. '76. Admire. 19.
Clepper, John L., El. E. '80. Died 1884. 3.
Cleveland, William Roy, El. '04. Emporia. 1.
Clewell, Harry E., El. '04. Prin. sch., Buffalo. 1.
Close, Julia (Mrs. Phillips), El. '96. Cusihuiriachic, Mex. 4.
Clymer, Edna, El. '04. Tr. city sch., Pratt. 1.
Clymer, Pearl Orsyth, El. '04. Tr. city sch., Pratt. 1.
Cobb, Benjamin, '91. Tr., San Jose, Cal. 13.
Cobb, Mary M., El. '96, L. and E. '97. Tr. city sch., Lawton, Okla. 7.
Cochran, Beatrice (Mrs. Daniels), El. '93. Jerome. 8.
Cochran, Hattie L. (Mrs. Keller), El. '90, Eng. '98. Effingham. 14.
Cochran, Lucy A. (Mrs. Schreck), El. '89. Redlands, Cal. 3.
Cochran, Mary Louisa, El. '90. Tr. city sch., Topeka. 15.
Coe, Nora Estelle, El. '03. Tr. city sch., Olathe.
Coffey, Anna Lois, El. '00, Lat. '05. Tr. high sch., Macomb, Ill. 5.
Coffin, Frances, El. '04. Tr. city sch., Pittsburg. 1.
Coffin, Lewis Albert, El. '03. Prin., Wakefield. 1.
Coffman, Blanche (Mrs. Chamberlin), El. '91. Springhill. 11.
Coffman, Hattie Marie (Mrs. Avery), El. '94. Wakefield. 4.
Coffman, T. C., El. '87. Neal. 13.
Colburn, James Miller, El. '90. Prin. sch., Pomona. 12.
Cole, E. Grace, El. '02. Tr. city sch., Kansas City. 3.
Cole, Nellie (Mrs. Dunlap), '74. Emporia.
Coleman, Roy E., Lat. '05. Prin. ward sch., Dodge City.
Coleman, William Coffin, '92, Lat. '93. Wichita. 6.
Colestock, Mrs. M. A. (Mrs. Newell), Lat. '90. Little Rock, Ark. 3.
Collett, Alonzo McGee, '91. Died 1902. 11.
Collier, Olive, El. '95. Tr. city sch., Smuggler, Colo. 8.
Collins, Bernice Eola, El. '03. Tr. city sch., Pullman, Wash. 2.
Collins, Ella Agnes, El. '99. Tr. Franklin sch., Denver. 6.
Collins, Eva, El. '84. Tr. city sch., Topeka. 15.
Collins, Grace (Mrs. Jones), El. '99. Emporia. 5.
Collins, Lillie M. (Mrs. McKee), El. '00. Manhattan. 5.
Collins, Maggie Belle, El. '96. Tr. city sch., Emporia. 9.
Collins, Nellie Louise, El. '89. Died 1902. 9.
Colton, Martha, El. '04. Tr. city sch., Kansas City. 1.

Coman, Clara Cecilia, El. '93. Died 1896. 1.
Combs, Benjamin Franklin, El. '82. Albuquerque, N. M. 3.
Combs, Samuel L., El. E., '81, '82. Tr., Gila Bend, Ariz. 8.
Comfort, Theressa P. (Mrs. McClure), El. '97. Emporia. 2.
Conaway, La Vanche (Mrs. Sullivan), El. '99. Richland. 4.
Cone, Mrs. Permelia, El. '00. Tr., Palo Alto, Cal. 5.
Conner, David E., El. '04. Prin. sch., Whitewater. 1.
Conron, Nellie M., El. '04. Tr. city sch., Carbondale. 1.
Constable, Orville Otis, El. '03. Died 1903.
Conway, T. W., El. '79. Pres. normal school, Alva, Okla. 26.
Cook, Emma Agnes, El. '98. Neosho Rapids. 1.
Cook, Ernest M., Eng. '02. Tr. city sch., Guayanilla, Porto Rico. 3.
Cook, Gracia, El. '04. Tr. city sch., Parsons.
Cook, Walter Amos, El. '96, Lat. '97. Gove. 2.
Cool, Commodore Foote, El. '93. Columbus. 11.
Cooley, James Albert, Lat. '96. Kirksville, Mo. 1.
Cooper, James Thomas, El. '91. Fredonia. 1.
Coover, Hezekiah, El. '93. Supt. city sch., Wilson. 12.
Coover, Oakey D., El. '04. Prin. sch., Ashland. 1.
Corder, Della E., El. '02. Tr. city sch., Atchison. 3.
Cornelius, Grace, El. '04. Tr. city sch., Iola. 1.
Cotton, Lilla May, El. '04. Tr. high sch., Coffeyville. 1.
Cotton, Nellie Agnes, El. '00. Tr. city sch., Snyder, Okla. 5.
Coughlin, Edward Henry, El. '04. Stu. Kan. Univ., Lawrence.
Coughlin, Robert Emmett, El. '04. Prin. sch., Edgerton. 1.
Coulter, Mary E. (Mrs. Farmer), El. '87. Boulder, Colo. 12.
Courtney, Charles, '94. Died 1903. 3.
Coverdale, Reuben Allen, El. '03. Stu. bus. coll., Quincy, Ill. 2.
Covert, Penelope Nellie, El. '93. Florence. 10.
Cowan, Cora Mabelle (Mrs. Nation), El. '93. Topeka. 2.
Cox, Ellen, El. '03. Tr. city sch., Edgerton. 2.
Craig, Bessie A. (Mrs. Jones), El. '93. Emporia. 11.
Craig, Jessie Marie (Mrs. Newcomb), El. '94. York, Pa. 4.
Cramer, Kate (Mrs. Barrett), El. '92. Neodesha. 10.
Crary, Lottie Elva, Lat. '96. Tr. K. S. N., Emporia. 9.
Crawford, Ethel D., El. '04. Tr. city sch., Ottawa. 1.
Crawford, Floy E., El. '00. Tr. city sch., Denver, Colo. 5.
Crawford, James E., '97, Lat. '00. Prin. high sch., Pittsburg. 8.
Crenshaw, Martha E., El. '99. Tr., Dallas Divide, Colo. 4.
Cretcher, Correa, El. '84. Tr., Kingman. 19.
Crichfield, Laura Isabelle, El. '92. Prin. sch., Baker. 12.
Crihfield, Mrs. Alva Harley, El. '02. Tr. city sch., Milton. 2.
Crissman, Geo. R., Eng. '92, Lat. '97. Supt. sch., Salina. 10.
Cron, Anna Mary, El. '03. Tr. city sch., Emporia. 2.

Crooks, Alexander D., El. '87. Fredonia. 8.
Cross, Abraham Lincoln, El. '93. Tr., Sedgwick. 4.
Cross, Lydia, El. '03. Tr. city sch., Corning. 2.
Crouch, Annie Georgianna, El. '04. Tr. city sch., Maple Hill. 1.
Crouch, Charlotte, El. '03. Tr. Bethany Coll., Topeka. 2.
Crumrine, Edgar Harry, El. '93. Eudora. 4.
Culp, Cornelius, jr., El. '04. Prin. sch., Denton. 1.
Culter, Horace M., El. '92. County supt., Norton. 13.
Culver, Chester Murphy, Eng. '90, Lat. '93. Detroit, Mich. 9.
Culver, Hattie Margaret (Mrs. Tanner), El. '90. Phœnix, Ariz. 7.
Culver, John C., C. S. '83. Yates Center. 8.
Culver, Marian Allie, El. '91. Tr. high sch., Phœnix, Ariz. 14.
Cunningham, Ella, Lat. '95. Emporia. 3.
Cunningham, H. M., Lat. '98, E.-G. '99. Prin. city sch., Hanover. 7.
Cunningham, Maude (Mrs. Cunningham), El. '92. Buffalo, N. Y. 5.
Cunningham, Nellie, El. '85, Lat. '91. Matanzas, Cuba. 10.
Cunningham, Susan Jane, El. '02. Tr. city sch., Ottawa. 3.
Curry, Mame, El. '04. Prin. high. sch., McPherson. 1.
Daniel, Edna Maud (Mrs. Walbert), El. '97. Columbus. 5.
Daniel, Fama W. (Mrs. Turner), El. '03. Hoxie. 1.
Daniel, Orphia, El. '01, Lat. '02. Tr., Emporia. 4.
Daniels, L. C. (Mrs. Crippen), '72. Winfield.
Daniels, Wm. Henry, '99, Lat. '01. Jerome. 4.
Darnell, Callie, Lat. '86. Tr. Indian school, Riverside, Cal. 18.
Darrough, Abbie, El. '04. Emporia. 1.
Davidson, Effie B., El. '04. Tr. city sch., Chanute. 1.
Davidson, R. L., '94, Lat. '95. Supt. city sch., Dickinson, N. D. 11.
Davidson, Wm. Mehard, El. '86. Supt. city sch., Omaha, Neb. 17.
Davies, John, El. '03. Stu. Kan. Univ., Lawrence. 2.
Davies, Sophia, El. '02. Tr. city sch., Burlington. 3.
Davis, Althea (Mrs. Isles), '75. Washington, D. C.
Davis, Anna (Mrs. Davies), El. '79. San Jose, Cal. 1.
Davis, Arthur P., El. '82. Washington, D. C.
Davis, Buel T., El. '76. Oshkosh, Wis. 25.
Davis, Charles S., El. '97. Washington, D. C. 3.
Davis, Clara (Mrs. Hargraves), '73. Deceased.
Davis, Emma K. (Mrs. Pierce), El. E. '81. Leadville, Colo. 2.
Davis, Harry Jefferson, El. '04, Lat. '05. Prin., McLouth. 1.
Davis, John L., Eng. '92. Oklahoma City, Okla. 13.
Davis, Julia Ethel, El. '98. Tr. city sch., Emporia. 7.
Davis, Kary C., Eng. '92. Prin. indus. sch., Menomonie, Wis. 13.
Davis, Lida (Mrs. Barney), El. '83. Kansas City, Mo. 4.
Davis, Margaret M. (Mrs. Wells), El. '76. Arkansas City. 6.
Davis, Minnie May, El. '02. Tr. city sch., Medora. 3.

Davis, Obed S., El. '00. Supt. sch., Buffalo, Wyo. 5.
Davis, Roxanna, El. '76. Died 1904. 24.
Davis, Samuel H., '72. Hesper. 13.
Davis, Smith M., C. S. '82. Died 1890. 5.
Davis, Winnifred Lloyd, Lat. '05. Stu. K. S. N., Emporia.
Dean, George Adams, Eng. '98. Tr. K. S. A. C. 7.
Deasy, Nell Elizabeth, El. '02. Tr. city sch., Ottawa. 3.
DeBaun, J. Cecil (Mrs. Logan), El. '97. Agric. Coll., Miss. 1.
DeBaun, Lois, El. '03. Tr. city sch., Emporia. 2.
DeCamp, Maude Alice, '93, Eng. '94. Emporia. 3.
Decker, Albert Irven, Lat. '05. Prin. high sch., Humboldt.
DeCou, Maud, Lat. '93. Tr. normal sch., Alva, Okla. 12.
DeLapp, Ethelene, El. '04. Cherokee. 1.
Dennis, Mrs. Hattie E., El. '85. Lawrence. 11.
Deputy, Lou, El. '02. Tr., Randolph. 3.
Deputy, Mary Lee, Lat. '04. Tr. city sch., Allisonville, Ind. 1.
Detamore, Thomas P., '98. Oklahoma City, Okla. 4.
DeTurk, Katie E., El. '93. Tr. city sch., Wellington. 12.
DeVault, Nellie, El. '98. Tr. city sch., Kansas City. 7.
Dexter, Minnie Etta, El. '04. Tr. city sch., Hutchinson. 1.
Dial, Lillie C. (Mrs. Falin), El. '98. Tr., Cleburne. 7.
Dickerson, Mary L. (Mrs. Keller), '74. Marion. 4.
Dickey, Audrey Mearl, El. '00. Tr. city sch., Emporia. 4.
Dickey, Blanche V. (Mrs. Cameron), El. '99. Kan. City, Mo. 3.
Dickson, Teresa (Mrs. Backus), El. '96. Kansas City. 3.
Dickson, James, El. '97, Lat. '99. Auburn. 8.
Dickson, Lucy E., El. '93. Tr. city sch., Los Angeles, Cal. 12.
Diehl, Minnie Grace, El. '04. Tr. city sch., Albuquerque, N. M. 1.
Dillon, Mollie, El. '04. Tr. School for Blind, Kansas City. 1.
Dils, Margaret E. (Mrs. Sugar), El. '00. Parsons. 2.
Dixon, Asenath E. (Mrs. Knox), El. E. '80. Hymer. 11.
Dixon, Lavina Cecilia (Mrs. Edgerton), El. '00. Lyons. 2.
Docking, Alfred, El. '85, Lat. '86. Manhattan. 11.
Dody, Jessie Christena (Mrs. Sumner), El. '03. Marion. 1.
Doerle, Louise A., El. '93. Tr. high sch., Peabody. 12.
Dolphin, M. E., C. S. '83. Stu. Columbia Univ., New York. 21.
Donica, Delila S., El. '93, Eng. '02. Tr. high sch., Herington. 11.
Donica, Lovonia M., L. and E.-G. '03. Prin. high sch., Herington. 2.
Donica, Mary M., El. '93. Indian sch., Poplar, Mont. 11.
Doughty, Cora M. (Mrs. Ayers), El. '02. McPherson. 1.
Doughty, M. E. (Mrs. Getchell), El. '94. Republican City, Neb. 7.
Drake, Bertha Mae (Mrs. Scott), El. '90. Topeka. 2.
Dresser, Minnie G., El. '95. Tr. city sch., Kansas City. 10.
Drew, Clara M., El. '04. Tr. city sch., Dartford, Wash. 1.

Drury, Ellen (Mrs. Cannady), C. S. '83. Emporia. 2.
Dubach, U. Grant, El. '04. Supt. sch., Conway Springs. 1.
Duckworth, Horatio C., El. '04. Tr. Newton high sch. 1.
Dudley, Lillian M., El. '82. Tr. K. S. N., Emporia. 23.
Duff, Bessie C., El. '01. Tr. Cooper College, Sterling. 4.
Duff, Kate V. (Mrs. Kinney), El. '86. Tr. city sch., Dearborn, Mo. 7.
Duffield, Hattie (Mrs. Ritchey), C. S. '83. Heppner, Ore. 4.
Dumond, Edward J., Lat. '97. Prin. sch., Spearville. 7.
Dunaway, Helen L., El. '04. Tr. city sch., Chanute. 1.
Dunbar, James A., El. '98. Prin. union graded sch., Galena. 7.
Durbar, Wm. L., '98, Eng. '00. Prin. high sch., Attica. 7.
Duncan, Lew W., El. '86. Iola. 5.
Dunlap, Emma May, El. '02. Tr. city sch., Mound City. 2.
Dunlap, Ina, El. '03. Tr. city sch., Solomon. 2.
Dunlap, M. E. (Mrs. Allen), El. '95, Lat. '98. Mound City. 4.
Dunn, Sibyl, '96, Lat. '98. Tr. high sch., Oklahoma City, Okla. 9.
Durean, Mary L. (Mrs. Bolwine), '70. Newark, Ohio. 1.
Durham, Hugh, El. '01, Lat. '02. County supt., Mankato. 4.
Dwelle, Horatio S., Eng. '05. Prin. high sch., Coffeyville.
Dyche, Bertha B. (Mrs. Brown), Ad. E. '81. Helena, Mont. 7.
Dyche, Lewis Lindsay, El. '77. Tr. Kan. Univ., Lawrence. 21.
Dyer, Mary E., El. '95. Tr., Burden. 10.
Eastman, Oscar F., Lat. '03. Prin. high sch., Winchester. 2.
Ebey, Carrie S., C. S. '82. Died 1892. 4.
Ebright, Carrie, El. '04. Tr. city sch., Holton. 1.
Ecke, Oscar C., El. '95. Supt. sch., Columbus. 10.
Eckert, David A., Lat. '87. Supt. sch., Santa Monica, Cal. 18.
Eddy, Lulu, El. '03. Tr. normal sch., Alva, Okla. 2.
Edenborg, Alida, Eng. '02. Tr. city sch., Lindsborg. 3.
Edgerton, Thomas A., El. '98. Supt. sch., Lyons. 7.
Edgerton, Wm. M., El. '94, Lat. '95. Dwight. 4.
Edie, Katie Ella, El. '02. Prin., Lebo. 3.
Edwards, Laura Mae (Mrs. Rankin), Lat. '98. Billings, Mont. 4.
Edwards, Marshall F., '93. Stillwater, Okla.
Edwards, Nellie A. (Mrs. McCandless), El. '85. Died 1889. 1.
Eggleston, Frank Dunn, El. '93, Lat. '95. Kingman. 1.
Ela, Mary E. (Mrs. Howell), '68. Died 1888. 3.
Elder, Anna, El. '92. Tr., Oakland, Cal. 13.
Elder, Edith Winona, El. '01. Ward prin., Rosedale. 4.
Elder, Serena E. (Mrs. Dorland), El. '92. Yreka, Cal. 13.
Elias, Edward, '97. Tr. Purdue Univ., Lafayette, Ind. 8.
Elkins, Bertha L. (Mrs. Sargent), El. '96. Riley. 1.
Elledge, Charles, El. '95. Rosedale. 2.
Elliott, Ella Etta (Mrs. Kerr), El. '94. Arkansas City. 6.

Elliott, Elzy Allen, El. '94. Dunlap.
Elliott, Hiram W., El. 95. Prin. sch., Charleston, Wash. 10.
Ellis, Cora, El. '97. Tr. city sch., Argentine. 6.
Ellis, Cora May (Mrs. Middlekauff), El. '99. Douglass. 4.
Ellis, Leander D., '93. Supt. sch., Lincoln, Ill. 12.
Ellis, Lorena (Mrs. McShane), El. '92. Olathe. 11.
Ellis, Myrtle (Mrs. Chaney), El. '96. Independence. 6.
Ellis, Sarah A., El. '92. Tr. terr. normal sch., Silver City, N. M. 13.
Ellsworth, F. A., '98, Eng. '99, Lat. '00. Librarian, Tulare, Cal. 7.
Elwood, Laura, El. '00. Tr. city sch., Newton. 5.
Emerson, Harvey James, El. '95. Tr. high sch., Kansas City. 10.
Emerson, Mary B. (Mrs. Weaver), El. '95. Zenda, Okla. 4.
Emery, Esther E. (Mrs. Johnson), '01. Canton, China. 1.
Enderton, Josie A. (Mrs. Johnson), El. '96. Hutchinson. 4.
Enfield, Grace M. (Mrs. Wood), Lat. '00. Stu. K. S. A. C. 3.
Enfield, Wm. L., '00, Lat. '02. Tr. high sch., Wichita. 5.
Engle, Alice, El. '03. Tr. city sch., Junction City. 1.
English, Carlos C., El. '02. Stu. Kan. Univ., Lawrence. 3.
Enloe, E. L., El. '91. Tr. ter. norm. sch., Silver City, N. M. 10.
Ensworth, Mary R., El. '02. Tr. city sch., Kansas City. 3.
Epperson, Arthur H., El. '93, Lat. '94. Hutchinson. 7.
Ericson, Anna M., El. '01. Tr. city sch., Iola. 4.
Ericson, Ida May (Mrs. Wood), El. '00. Horton. 2.
Esdon, M. E. (Mrs. Thorpe), El. E. '81. Brooklyn, N. Y. 1.
Essick, Hattie, El. '04. Tr. city sch., Burlington. 1.
Estes, Oda B., El. '95. Kansas City, Mo. 10.
Estes, Ollie May (Mrs. Root), El. '96. Eagle.
Etrick, Amalia A., El. '91, Lat. '95. City sch., Dodge City. 10.
Evans, Alice L. (Mrs. Hall), El. '89. McPherson. 5.
Evans, Amanda, Lat. '01. Tr. city sch., Colorado Springs, Colo. 4.
Evans, Ernest S., Lat. '95. Garrett, Okla. 5.
Evans, Frances Grace, El. '97. Emporia. 7.
Evans, Jephtha W., Eng. '97. Council Grove. 4.
Evans, Nathaniel P., '98, Eng. '02. Died 1902. 2.
Evans, Ola Maude (Mrs. Betton), El. '98. Kansas City, Mo. 4.
Evans, Pearley Ida, El. '00. Tr. city sch., Ballard, Wash. 4.
Ewart, Henry H., El. '79. Prin. ed. inst., Gretna, Manitoba. 26.
Ewing, Anna Clara, El. '04. Tr. city sch., Caney. 1.
Ewing, Clara V., El. '02, Lat. '03. Tr. high sch., Braintree, Mass. 3.
Fain, S. Myrtle, El. '01. Tr. city sch., Freeport. 3.
Farmer, Geo. H. C., El. '04. Prin. sch., Preston. 1.
Farnsworth, Jennie Augusta, El. '04. Tr. city sch., Topeka. 1.
Farwell, Edwin Roy, El. '98. McCracken. 3.
Featherngill, Arnaldo P., El. '98. Independence. 5.

Fell, Rosa, El. '03. Tr. city sch., Robinson. 2.
Felter, Elmina Ann, El. '01. Clifton. 3.
Felter, Harry W., El. '00, Lat. '01. Clifton. 4.
Fent, Ernest W., El. '04. Prin. city sch., Le Roy. 1.
Ferguson, Carrie, El. '88. Tr. city sch., Pittman, Fla. 16.
Ferguson, Daisy D., El. '89. Tr. terr. nor., Weatherford, Okla. 16.
Ferguson, Lu Etta, El. '92. Tr. city sch., Emporia. 13.
Fessenden, Ersel Miles, El. '04. Emporia. 1.
Fiddock, Mary Alice, El. '00, Lat. '02. Abilene. 3.
Filley, Elma A., Lat. '05. Tr. city sch., Burlingame.
Findley, Edna (Mrs. Reed), El. '01. Tr. city sch., Welsh. 3.
Finlayson, Elizabeth, Lat. '04. Asst. high sch., Reading.
Finley, Emma, El. '99. Tr. city sch., Ramona, Cal. 6.
Finley, Laura Joquette, Lat. '97. Pittsburg. 7.
Finley, Maynard A., '94. Cherryvale. 3.
Finney, May E., Lat. '93. Tr. missionary sch., Iqueque, Chile. 10.
Fisher, DeWitt C., El. '01. Tr. Jolo Street sch., Manila, P. I. 4.
Fisher, Edgar J., '02. Tr., Cedarvale. 3.
Fisher, Kate (Mrs. Kittell), El. '91. McPherson. 3.
Fisher, Kittie M. (Mrs. Brethouwer), El. '88. Chicago. 15.
Fitch, Laura M., El. '97. Tr. city sch., Kansas City. 8.
Fitzgerald, Nettie F., El. '92. Tr. city sch., Kansas City. 13.
Fleming, John A., Lat. '05. Prin. sch., Sylvan Grove.
Flinn, Gertrude, El. '04. Tr. city sch., La Cygne. 1.
Fluker, Effie M., El. '97. Stu. Oread Inst., Worcester, Mass. 4.
Fogleman, S. L., El. '92. Tr., Parsons. 13.
Foley, Louis, El. '04. Tr. city sch., Atchison. 1.
Ford, Henry C., El. E. '80, Ad. E. '81. Lawrence. 19.
Forde, Jessie L., Lat. '96. Tr. city sch., Emporia. 8.
Forth, Mary E., El. '03. Tr. city sch., Satsop, Wash. 2.
Fosdick, A. M., El. '95, Eng. '96. Spokane, Wash. 10.
Foster, Annette, El. '00, Eng. '01. Asst. prin. high sch., Hays. 5.
Foulke, Mary E., El. '95. Denver, Colo. 6.
Foulks, Nellie F. (Mrs. Mitchell), El. '97. Hoisington. 4.
Fowler, Charles S., El. '92. Oklahoma City, Okla. 6.
Fox, Mabel E., El. '03, Tr. city sch., Larned. 2.
Francis, Etta L., El. '02, Lat. '05. Tr. h. sch., Wenatchee, Wash. 3.
Francisco, B. Alice, El. '02. Tr. county high sch., Altamont. 3.
Francisco, Fannie, Lat. '05. Cimarron.
Frankenberger, Mrs. Addie E., El. '00. Emporia.
Frazer, Leila, Lat. '01. Stu. K. S. N., Emporia. 3.
Frazier, Elizabeth (Mrs. Ridgely), El. '93. Mulberry. 7.
Frazier, John, El. '89. Durango, Colo. 10.
Frazier, L. Ella (Mrs. Kinsey), El. '87. Kingman. 5.

Frazier, Ormsby M., El. '95. Died 1900. 4.
Freas, Thomas B., Lat. '92. Tr. Chicago Univ., Chicago, Ill. 11.
Free, Ethel G., El. '04. Tr. city sch., Iola. 1.
Freeman, Clarence E., Eng. '90. Tr. Armour Inst., Chicago, Ill. 14.
Freeman, Ernest H., Eng. '97. Tr. Armour Inst., Chicago, Ill. 8.
Frith, Alice G., El. '04. Tr. city sch., Horton. 1.
Frogge, Charles H., El. '04. Tr. county high sch., Cherokee. 1.
Frost, John, Eng. '96. Blue Rapids. 3.
Fuller, Chloe (Mrs. Cotter), El. '03. Oklahoma City, Okla.
Funk, Lowell, El. '04. Tr. city sch., Centralia. 1.
Funkhouser, Nellie L., El. '00. Tr. city sch., Santa Ana, Cal.
Fuson, Chester, Lat. '03. Tr. Christian coll., Canton, China. 2.
Fuson, Flora (Mrs. Burkwall), El. '95. Miss. sch., Canton, China. 10.
Gallagher, Geo. B., El. E. '81, Eng. '83. Topeka. 7.
Gallagher, Theodore S., Eng. '82. Tr. high sch., Emporia. 22.
Galle, Peter J., El. '83. McPherson. 7.
Ganoung, Edwin G., El. '99, Lat. '02. Cawker. 6.
Gantz, William O., El. '91. New York. 3.
Gardner, Laura E. (Mrs. Linn), El. '98. Scranton. 6.
Garretson, Aletta M., El. '04. Tr. city sch., Meriden. 1.
Garrett, Sadie, El. '01. Tr. city sch., Topeka. 4.
Gasaway, Cecelia (Mrs. Martin), El. '02. Cottonwood Falls. 1.
Gasaway, Sue Esther, El. '04. Tr. city sch., Independence. 1.
Gasche, Carrie B. (Mrs. Gardner), El. '98. Hartford. 4.
Gates, Hattie E., El. '04. Tr. city sch., Scottsville. 1.
Gause, Helena (Mrs. Thomas), El. '83. Fort Worth, Tex. 7.
Gause, Ida May (Mrs. Gordon), El. '89. Emporia. 8.
Gaw, Emma Belle (Mrs. Greever), El. '92. Leavenworth. 11.
Gebhardt, Emma (Mrs. Miller), El. '88. Seattle, Wash. 7.
Geiman, Ella Lee (Mrs. Towner), El. '94. Died 1896. 1.
Gentry, Sarah (Mrs. Martin), El. '82. Tr. kindergarten, Marion. 22.
George, Alfred, El. '96, Eng. '98. Stu. bus. coll., Kansas City, Mo. 8.
George, Emma C. (Mrs. Greer), C. S. '82. Kansas City, Mo. 5.
George, Mary Etta, El. '97. Tr. city sch., Melvern. 7.
Gerardy, Herman Henry, El. '96. Prin. county high sch., Norton. 9.
Gerhardt, Katherine (Mrs. Conner), C. S. '83. Tr., Burns.
Gernon, Anna, El. '04. Tr. city sch., Lucas. 1.
Gerteis, Amelia, Eng.-Ger. '05. Derby.
Gerteis, Bertha, El. '04. Tr., Derby. 1.
Gibson, Alice (Mrs. Sims), El. '88. Americus. 7.
Gibson, Charles E., El. E. '81. Rockford, Wash. 2.
Gibson, John Harvey, Lat. '02. Supt. sch., Douglass. 3.
Gifford, L. E., El. '01. Stu. business coll., Quincy, Ill. 4.
Gift, Elmer B., '00, Lat. '02. Stu. Kan. Univ., Lawrence. 5.

Gillespie, Jennie Bell (Mrs. Owings), El. '99. Le Roy. 1.
Gillett, Anna Belle, El. '93. Stu., Lookeba, Okla. 11.
Gillett, Nina Dean, El. '99. Tr. city sch., Topeka. 5.
Gilman, Hattie Grace (Mrs. Crawford), El. '92. Leavenworth. 3.
Gipe, George E., El. '83. Franklin Junction, Mo. 5.
Glendenning, Helen (Mrs. Smolt), El. '96. Newton. 1.
Glenn, Mamie, El. '95. Paola. 10.
Glossop, Emma Ellen, Eng. '95. Leavenworth. 4.
Goddard, Anna, El. '04. Tr. city sch., Frankfort. 1.
Goddard, Carrie, '75. Prin. ward sch., Topeka. 29.
Goddard, Geneva, El. '02. Stu. Aux. Normal, Pittsburg. 3.
Goddard, Kate, El. '01. Tr., Winchester. 2.
Goddard, Mary, El. '01. Dunavant. 1.
Goff, Carol (Mrs. Palmer), El. '87. Seattle, Wash. 16.
Golden, Hattie Mabel, El. '02. Tr. city sch., Manhattan. 3.
Good, Agnes Victoria (Mrs. Siebert), El. '98. Marion.
Goodman, C. W., Lat. '91. Supt. Indian sch., Phœnix, Ariz. 14.
Goodman, Ida, El. '04. Tr. city sch., Herington. 1.
Goodman, Josephine, El. '97. Cody, Wyo. 7.
Goodman, Minnie Mae (Mrs. Taylor), El. '99. Wabaunsee. 3.
Goodner, Oriole (Mrs. Hornaday), El. '95. Lawton, Okla. 3.
Goodrich, A. C., El. '77. Guthrie, Okla. 3.
Goodrich, Amelia (Mrs. Stenhouse), '75. Chicago.
Goodrich, Amy A. (Mrs. Bigler), C. S. '82. Deceased. 6.
Goodwin, Sadie (Mrs. Lowry), El. '97. Tr. st. nor., Indiana, Pa. 8.
Gordon, Alice A. (Mrs. DeKalb), El. '76. Topeka. 17.
Gordon, Emma (Mrs. Badger), El. '76. Mulvane. 1.
Gordon, Arvilla Blanche, El. '04. Tr. city sch., Chanute. 1.
Gordon, Frank Elwood, El. '92. Prin. sch., Leoti. 7.
Gordon, Joseph Wesley, El. '89. Died 1903. 14.
Gordon, Laura, Adv. '76. Eureka. 3.
Gordon, Mary Arabella, El. '98. Germantown. 1.
Gordon, Mary India, El. '03. Tr. city sch., Americus. 2.
Gorow, George Franklin, Lat. '97. Topeka. 6.
Gould, Elsie Elizabeth, El. '94. Tr. city sch., Plainfield, N. J. 9.
Gould, Julia Maude, El. '03. Eureka. 2.
Gould, Mary M. (Mrs. Van Hoose), El. '96. Salt Lake.
Graham, Adda May, El. '97. Tr. city sch., Kansas City. 8.
Graham, Agnes E., El. '97. Tr. high sch., Las Animas, Colo. 8.
Graham, Eliza Jane (Mrs. Edgerton), El. '95. Dwight. 5.
Graham, Lola, El. '00. Prin. Lowman Hill sch., Topeka. 5.
Grant, Aaron George, '94. Osage City. 10.
Grant, Elsie Mabel, El. '03. Tr. city sch., Jewell. 2.
Grant, Grace Fannie, El. '90. Tr. high sch., Spokane, Wash. 15.

Grant, Mabel (Mrs. Hensley), C. S. '82. Emporia. 6.
Grant, Malvina G. (Mrs. Shawen), El. '91. Pomeroy, Wash. 12.
Grant, Martha L. (Mrs. Headington), El. '83. Moscow, Idaho. 21.
Grant, Ralph Rawle, El. '00. Osage City. 5.
Graves, Hugh C., Lat. '04. Prin. sch., Colville, Wash. 1.
Gray, James Floyd, El. '99. Phillipsburg. 2.
Gray, Lee M., El. '86. Hennessey, Okla. 3.
Green, Fannie Sharline, El. '02. Tr. city sch., Topeka. 3.
Green, Jesse Hiram, El. '01. City of Mexico. 1.
Green, Minnie C., El. '96. Tr. co. high sch., Effingham. 9.
Greenlee, Jennie C., El. '93. Stu. K. S. N. 12.
Greer, Anna L., El. E., '81. Kansas City, Mo. 4.
Greever, Helen, Eng. '05. Tr. city sch., Hillsboro.
Greider, W. H., El. '93, Lat. '98. Tr. high sch., Topeka. 12.
Gridley, Ansel, '74, Adv. '76. Died 1904. 22.
Gridley, Emma L., El. '88. Tr. K. S. N., Emporia. 17.
Gridley, Hugh Boardman, El. '93. Mayday. 3.
Griest, Florence (Mrs. Mark), El. '93. Tr., San Bernardino, Cal. 9.
Griffee, Leroy D., El. '04. Prin. sch., Almena. 1.
Griffee, Mrs. Lucy Williamson, El. '04. Almena.
Griffith, Susan M., El. '90. Tr. city sch., Marshall, Tex. 14.
Griswold, Edgar G., El. '94, Lat. '98. Prin., Phœnix, Ariz. 11.
Griswold, Hubert C., El. '98. Tr., San Bernardino, Cal. 7.
Grosser, Emily, El. '03. Enterprise. 2.
Grosser, Martha E. (Mrs. Martin), El. '99. Marion. 6.
Grosser, Mary, El. '99. Tr. Rollins sch., Kansas City, Mo. 6.
Grove, Bennett, El. '94. Prin. high sch., Cherryvale. 11.
Grover, Cyril Eugene, El. '01. Prin. sch., Raton, N. M. 3.
Grubbs, Ora F., '02, Lat. '05. Prin. sch., Globe, Ariz. 2.
Gruwell, Francis W., El. '04. Prin. sch., Winona. 1.
Gunkel, Eva Arena (Mrs. Ames), El. '96. Summit. 6.
Guthridge, Anna Louisa (Mrs. McCoy), El. '02. Randolph. 2.
Hackney, Ernest Clarence, El. '02. Supt. sch., Osage City. 3.
Hadley, Alice (Mrs. Pringle), El. '85. Eskridge. 5.
Hagaman, Edith Pearl, El. '02. Tr. city sch., Sanger, Cal. 3.
Haggard, Henry, '74. Excelsior, Minn. 20.
Haggerty, Burt W., El. '04. President's sec., K. S. N. 1.
Haight, Edith, El. '04. Omaha, Neb. 1.
Hail, Edith G., El. '04. Tr. city sch., Almena. 1.
Haines, Alta May, El. '00. Tr. music, Edwardsville. 5.
Hall, Anna Carolyn, El. '98. Reading. 5.
Hall, Lathrop James, '92. Supt., Clay Center. 13.
Hall, Vesta, Lat. '05. Tr. city sch., Pleasanton.
Hall, William Bastow, El. '91, Lat. '98. Supt., Abilene. 14.

Hambleton, Charles Samuel, '94, Lat. '95. Prin., White Cloud. 10.
Hamilton, Bertha, Lat. '01. Stu. Ind. Univ., Bloomington, Ind. 4.
Hamilton, Maud, Lat. '96. Tr. K. S. N., Emporia. 9.
Hamm, David, El. '97. Rocky Ford, Colo. 3.
Hamm, John C., El. '82. Evanston, Wyo. 11.
Hancock, Ella May, El. '94. Tr. city sch., Emporia. 11.
Hancock, Pearl Mary (Mrs. Finley), El. '94. Cherryvale. 4.
Hand, Eddie T., El. '87. Eckert, Colo. 8.
Hand, Lillie Marian, El. '99. Ward prin., Blackwell, Okla. 6.
Haney, Edward, El. '04. Tr. high sch., Concordia. 1.
Haney, John, El. '02. Prin., Lebanon. 3.
Hanna, Ida E., El. '01. Stu. Aux. Normal, Pittsburg. 4.
Hanna, Thomas Bertram, Lat. '92. Chicago, Ill. 10.
Hannum, Alice (Mrs. Taylor), El '96. Washington. 2.
Hanson, Carl Emil, Lat. '02. New Haven, Conn. 1.
Harbord, Katherine G. (Mrs. DeBaun), El. '94. Bushong. 1.
Harbord, Martha, El. '03. Tr. city sch., Emporia. 2.
Harder, George Elmer, El. '04. Tr. city sch., Gaylord. 1.
Hardin, Sebastian C., C. S. '82. Neosho Falls. 7.
Harding, Ellsworth Henry, El. '97. Altoona. 7.
Harding, Ethel, El. '01. Tr. state sch. for blind, Salem, Ore. 4.
Hardy, Linda, El. '94. Hiawatha. 5.
Hardy, Trina Marie, El. '98. Tr. city sch., Butte, Mont. 7.
Harkness, Edwin K., El. '03. Siloam Springs, Ark. 2.
Harley, Florence, El. '98. Lyons. 7.
Harman, Colfax Burgoyne, El. '94. Oskaloosa.
Harman, Mary F., El. '92. Tr. high sch., Kansas City, Mo. 12.
Harmon, Oscar Guy, El. '92. White City. 3.
Harner, J. N., Eng. '95. Died 1897. 2.
Harner, Marshall William, El. '98. Clay Center. 6.
Harrin, Frank H., El. '03. County supt., Mound City. 2.
Harris, Achsah May, El. '86. Tr. K. S. N., Emporia. 19.
Harris, Eusebia Maude, El. '03. Tr. city sch., Ellis. 2.
Harris, Fred, El. '04. Tr. School for Blind, Kansas City. 1.
Harris, Laura Belle (Mrs. Stahl), El. '89. Americus. 10.
Harris, Lucy, El. '04. Tr. city sch., Riley. 1.
Harrison, C. Bessie, El. '02. Tr. city sch., Lincolnville. 3.
Harrison, William Henry, C. S. '83. Topeka. 2.
Harry, Clara A. (Mrs. Townsend), El. '88. Joplin, Mo. 5.
Hart, Luther Louis, El. '98. Bonner Springs. 4.
Hart, Mrs. Mina C., Lat. '01. Ind. sch., Pipestone, Minn. 4.
Hartley, Elizabeth Lynn (Mrs. Whealy), El. '99. Dalton. 4.
Hartsock, Robert E., El. '01. Stu. Harvard Univ. 4.
Harvey, Anna Pearl, El. '03. Emporia. 1.

William West, '96. Topeka. 2.
, Alvaretta E. (Mrs. Graham), El. E. '81. Los Angeles. 3.
s, Bertice C., Lat. '85. Tr. h. s., W. Seattle, Wash. 19.
Josie May, El. '02. Stu. K. S. N., Emporia. 3.
s, Hattie S. (Mrs. Graves), '70. Emporia. 5.
s, Hester Delilah, El. '04. Tr. city sch., Topeka. 1.
s, Lillian M., El. '04. Tr. city sch., Council Grove. 1.
h, Rosetta (Mrs. Roberson), Lat. '85. North Branch. 15.
Amy Alvira, El. '93. Died 1895. 2.
. Ella I. (Mrs. Wallace), El. '84. Benton. 3.
ıda Elgiva (Mrs. McConkey), El. '00. Kansas City, Mo.
rances S., El. '91. Tr. state normal, Bellingham, Wash. 14.
Irs. Hannah Alice, El. '98. Tr. city sch., Nortonville. 6.
gg, Mildred, Lat. '96. Supervisor music, Topeka. 9.
Abraham Lincoln, El. '94. Newkirk, Okla. 5.
Calvin Edward, El. '95. Newkirk, Okla. 7.
ɛ, Arnal Burtis, El. '97. Anthony. 6.
Clara Eva, El. '99. Tr., Clifton. 5.
Emma S. (Mrs. Morrison), Lat. '92. Newton. 10.
Carrie A. (Mrs. Woodley), El. '01. Scobey, Mont. 3.
Joanna, El. '01. Tr. city sch., Troy. 3.
robasco Nicholas, '98, El. '02. County supt., Anthony. 7.
ustavus A., C. S. '83. Halstead. 1.
ora Emilie, El. '93. Tr. city sch., Emporia. 10.
va Mary, El. '93. Tr. city sch., Burlingame. 12.
vay, Lydia, El. '03. Tr. city sch., Clyde. 2.
Elmer Ethridge Ellsworth, El. '90. Palouse, Wash. 8.
ıon, Rachel H., Lat. '99. Tr. city sch., Aberdeen, S. D. 6.
ıon, Robert Giles, El. '03. Prin. high sch., Lyons. 2.
ıon, Robert Leroy, El. '03, Eng. '05. Co. supt., Emporia. 2.
Iartha Katherine, Lat. '03. Enterprise. 2.
Charles Cyrus, El. '98. Portales, N. M. 3.
Emma Louise, El. '97, Eng. '00. Tr. city sch., Anthony. 8.
Emory Elmo, El. '99. Aline, Okla. 1.
Thomas B., '94. Tr. co. high sch., Independence. 11.
, Mary, El. '79. Tr. city sch., Emporia. 26.
Pearl, El. '03. Tr. college, Chihuahua, Mexico. 2.
d, Edna E., El. '98. Tr. state norm. sch., Duluth, Minn. 7.
Emma, C. S. '83. Emporia. 6.
Iay Farr, El. '02. Tr. city sch., Rosedale. 3.
, Ida May, El. '04. Tr. high sch., Anthony. 1.
John M., El. '01. Died 1901.
Sallie (Mrs. Gold), C. S. '83. Butte, Mont. 4.
, Florence A. (Mrs. Post), El. E. '80. Thayer. 6.

Higgins, Grace A., El. '97. Tr. state norm., Monmouth, Ore. 8.
Higgins, Inez M., El. '94. Tr. city sch., Miles City, Mont. 11.
Higgins, Marion V., El. '97. Florence. 6.
Hildreth, Clara, El. '04. Tr. county high sch., Altamont. 1.
Hill, Joseph H., El. '75, Adv. '76. Vice-pres. K. S. N., Emporia. 27.
Hill, Mary, El. '97. Tr. city sch., Stockton. 8.
Hilleary, Chas. M., 'El. '04. Prin. sch., St. John. 1.
Hiner, L. A. (Mrs. Benefiel), El. '90. Tr., Cedar Ridge, Colo. 13.
Hinkle, Sadie C., El. '78. Houston, Tex. 6.
Hoaglin, Sue D. (Mrs. Hayden), El. '86. Venice, Cal. 17.
Hobble, Anna D., El. '95. Died 1901. 6.
Hobble, Harriet, El. '04. Tr. city sch., Dodge. 1.
Hobson, Evelyn M. (Mrs. Dunbar), El. '00. Attica. 5.
Hodgdon, Ida M. (Mrs. Nicholson), El. '86, Lat. '90. Lyons. 12.
Hodge, Ida (Mrs. Wetherbee), El. E. '81. Tr. city sch., Topeka. 11.
Hodge, Morgan C., El. '79. San Bernardino, Cal. 17.
Hodgin, Helen May, El. '97. Stu. Kan. Univ., Lawrence. 7.
Hodgins, Sarah E., El. '94. Died 1896. 2.
Hodson, Lillie May, El. '93. Died 1896. 2.
Hoffer, Maude G. (Mrs. Brodt), El. '00. Frankfort. 3.
Hoffman, Anna Marie, El. '04. Tr. city sch., Topeka. 1.
Hogle, Ada, Lat. '90, B. P. '02. Tr. st. nor., Bellingham, Wash. 10.
Hogue, Sarah Louise (Mrs. Royster), El. '95. Louisville, Ky. 9.
Hollingsworth, Edward M., El. '96. Prin. sch., Moneta, Cal. 8.
Holloway, Clara G., El. '02. Tr. Chelsea sch., Kansas City. 3.
Holloway, Elma P., El. '94, Lat. '98. Tr. city sch., Kansas City. 11.
Holloway, Minnie Etta, El. '98. Tr. Lowell sch., Kansas City. 7.
Holman, Arminta, El. '90. Tr. city sch., Leavenworth. 15.
Holman, Ida C., El. '92. Colorado Springs, Colo. 4.
Holmes, Lulu H., El. '83, Adv. '84. Died 1885. 2.
Holmes, Sarah G. (Mrs. Brower), C. S. '83. Reading. 5.
Holroyd, Ina E., Eng. '99. Tr. prep. dept. K. S. A. C. 6.
Holsinger, Mary R. (Mrs. Rose), El. '88. Rosedale.
Holthaus, Mabel Alice, El. '04. Tr. city sch., Atchison. 1.
Holtzschue, Wilhelmina C. (Mrs. Perry), El. '95. Rest. 4.
Hooker, Miriam H., El. '02. Tr. city sch., Chanute. 3.
Hooper, Gladys, El. '01. Tr. city sch., Atchison. 4.
Hoover, Jessie May, El. '98. Tr. city sch., Topeka. 7.
Hoover, Sherman, C. S. '83. Lynden, Wash. 4.
Hopkins, Annie P., El. '04. Tr. city sch., Ellsworth. 1.
Hopkins, Nettie L., El. '98. Died 1900. 2.
Horn, Frederick M., El. '98. Glasco. 3.
Hornaday, Edna, El. '97. Tr. city sch., Emporia. 8.
Horner, Harriet L. (Mrs. Louthan), El. '83. Denver, Colo. 8.

Horney, Nellie (Mrs. Drennan), El. '01. Kansas City, Mo. 4.
Horton, Elizabeth E. (Mrs. Hinshaw), El. '04. Alma. 1.
Hosack, Thomas, El. '03. Los Angeles, Cal. 2.
Hosford, Harriet C., El. '04. Tr., Concordia. 1.
Hosler, Mrs. Ida R., El. '88. Neosho Rapids. 12.
Hothan, Mary L., El. '98. Tr., Wakarusa. 7.
House, Mabel Logan, '99. Tr. city sch., Pocatello, Idaho. 6.
Houseworth, Lucy G., El. '01. Tr. city sch., Wellington. 4.
Howard, Eva (Mrs. McCormick), '74. Died 1880.
Howard, Mary (Mrs. Dow), El. '79. Emporia. 2.
Howard, Nora, El. '79. Tr. city sch., Hartford. 9.
Howe, Emma A., El. '01. Tr. city sch., Nampa, Idaho. 4.
Howe, Myrtle Belle (Mrs. Gerardy), El. '98. Norton. 4.
Howell, Ada Pearle, El. '02. Tr. city sch., Colony. 3.
Howell, Fred N., El. '95. Supt., El Reno, Okla. 10.
Howell, Grace E., El, '02. Tr. city sch., Pauline. 3.
Howell, Jessamine K. (Mrs. Fugate), El. '87. Chanute. 9.
Howell, May Odessa, El. '02. Tr. city sch., Kelso. 3.
Hoy, Mary, El. '04. Tr. city sch., Seattle, Wash. 1.
Hubbard, Flora, El. '90. Ward prin., Galena. 14.
Hubbard, Ruth Anna, El. '97. Tr. city sch., Syracuse. 4.
Huffman, Leslie T., El. '01. Supt., Galena. 4.
Hughes, Clara Osee (Mrs. Carman), El. '91. Phillipsburg. 6.
Hull, Wickliffe J., Lat. '99. Gardner. 4.
Humes, E., El. '01, Lat. '04. Asst. pr. co. h. s., Cottonwood Falls. 4.
Humes, Maurice, El. '04. Prin. sch., Elgin. 1.
Humphrey, Adela G., El. '98. Prin. J. Fiske sch., Kansas City. 6.
Humphrey, Laura Edna, El. '92. Prin., Lincoln Park, Colo. 13.
Humphrey, Robert, '95, Chicago.
Humphrey, Sunshine, El. '03. Tr. city sch., Mound Valley. 1.
Hungerford, Herbert B., El. '04, Prin. sch., Haddam. 1.
Hunter, Agnes B., El. '04. Stu. music, New York city. 1.
Hunter, M. F. (Mrs. Brookman), El. '82. Vermillion, S. Dak. 8.
Huston, Mrs. Emma G., El. '04. Tr., Goffs. 1.
Hutchason, Mary, El. '86. Died 1890. 4.
Hutchings, Charles William, El. '90. San Antonio, Tex.
Hutchinson, Luella R., El. '98. Tr. high sch., El Dorado. 7.
Icke, Mary E., El. '04. Tr. Starritt sch., Chicago, Ill. 1.
Inches, Jennie M., El. '04. Prin. high sch., Sterling. 1.
Ise, Alma L., El. '99. Tr. county high sch., Chapman. 6.
Ise, Charles D., '00. Prin. high sch., Holton. 4.
Ise, Hulda, El. '04. Prin. high sch., Wetmore. 1.
Ise, Walter, Lat. '04. Tr. govt. sch., Philippine Islands. 1.
Ish, Ethel Stoughton, El. '97. Vermillion. 4.

Jacobs, Wm. D., El. '85. Burlingame. 2.
Janney, Lizzie, El. '76. ———, N. M.
Jarrett, Ulrich, El. '96. Seattle, Wash. 3.
Jay, Almeda (Mrs. Bauerhaus), El. '93. Colwich. 6.
Jay, Inez, El. '89, Lat. '90. Music teacher, Lyons. 16.
Jeffries, Edith S. (Mrs. McGinnis), El. '00. Lawrence. 2.
Jenkins, Jas. L., El. '97. Troy. 5.
Jesse, Ethel M. (Mrs. Lowe), El. '92. McPherson. 1.
Johannes, Metta G., El. '00. Tr. city sch., Nortonville. 3.
Johnson, Anna F., El. '01. Tr. city sch., Honolulu, H. I. 4.
Johnson, Bertha J., '99, Lat. '02. Tr. city sch., Geneseo. 6.
Johnson, Chas., El. '91, E. '93, L. '95, B.P. '98. Tr.co.h.s., Wellington. 14.
Johnson, Elizabeth, El. '96. Tr. city sch., Emporia. 8.
Johnson, Emma, El. '99. Tr. city sch., Offerle. 6.
Johnson, Emma Alice, El. '97. Woodston. 7.
Johnson, Grace, El. '95. Tr., Emporia. 9.
Johnson, Hattie M., El. '02, Eng. '05. Tr., Bird City. 3.
Johnson, Lulu, El. '94, Eng. '95. Tr., Emporia. 9.
Johnson, Mrs. Jessie M., El. '99. Wellington.
Johnson, Ora Anna (Mrs. Doyle), El. '89. Clinton, Ind. 12.
Johnson, Rosa M., El. '92, Eng. '93. Tr. city sch., Clinton, Ind. 13.
Johnston, Alice R. (Mrs. Morse), El. '94. Died 1897. 3.
Johnston, Ida F., El. '94. Tr. high sch., Hutchinson. 11.
Johnston, Junia (Mrs. McMurray), El. '92. Burning Springs, Ky. 2.
Johnstone, Geo. I., El. '02. Prin. miss. sch., Santa Cruz, Cal. 3.
Jones, Albert J., El. '82, Eng. '86. Yates Center. 4.
Jones, Anna M., El. '95. Peabody. 10.
Jones, Bernice E., El. '01. Stu. Kan. Univ., Lawrence. 4.
Jones, Catherine E., El. '94. Tr., Tonganoxie. 3.
Jones, Charles Walter, '98. Ardmore, I. T.
Jones, Elizabeth A. (Mrs. Stone), C. S. '82. Emporia. 1.
Jones, Elizabeth Margaret, El. '98. Emporia. 7.
Jones, Emma Candace (Mrs. Dillon), El. '97. McLouth. 1.
Jones, Eva L. (Mrs. Harned), C. S. '83. Girard. 2.
Jones, Humphrey W., Eng. '89. Prin. Branner sch., Topeka. 15.
Jones, Ida Lillian, El. '90. Died 1890.
Jones, John Edward, El. '96. Carson City, Nev. 6.
Jones, Lena (Mrs. Griffiths), El. '94. Oberlin, Ohio. 2.
Jones, Margaret D. O., El. '02. Tr. city sch., Chanute. 3.
Jones, Margaret V., Lat. '05. Tr. city sch., Mound City.
Jones, Maude Augusta, El. '93. Tr. city sch., Denver, Colo. 12.
Jones, Mrs. Minnie B., El. '87. Tr. city sch., Yates Center. 18.
Jones, Myrtle (Mrs. Guild), El. 84, Eng. '88. Sterling. 5.
Jones, Nannie C. (Mrs. Thoroman), '99. Council Grove. 1.

Jones, Pamelia P., Lat. '02. Stu. Iowa Univ., Iowa City, Iowa. 3.
Jones, Rosa (Mrs. Hibbard), El. '90. Librarian, Topeka. 7.
Joseph, Anna, El. '01. Ann Arbor, Mich. 4.
Joseph, Florence Lee (Mrs. Baum), El. '00. Whitewater.
Judd, Alfreda, El. '87. Died 1903. 15.
Judd, Etta, El. '87. Melvern. 17.
Kaiser, Arthur A., El. '04. Prin. sch., Dayton, N. M. 1.
Kane, John Henry, '96. Bartlesville, I. T. 4.
Kannard, Andrew M., El., '86. Supt. sch., La Harpe. 17.
Kassebaum, Emma, El. '03. Stu., Ann Arbor, Mich. 2.
Kauffman, Emanuel, El. '85. Hardy, Neb. 2.
Keath, Birnie Ashton, Lat. '03. County supt., Ashland. 2.
Kell, Birdie Grace (Mrs. Light), El. '04. Iola. 1.
Keller, Anna, El. '01. Tr. Western Branch Normal, Hays. 4.
Keller, Wm. Heber, '97, Lat. '98. Tr. co. high sch., Effingham. 8.
Kelly, Charles, El. '04. Prin. sch., Carbondale. 1.
Kelly, Elizabeth G. (Mrs. Bevis), El. '88. Winfield. 3.
Kelly, Ella S. (Mrs. Burton), El. '85. Topeka. 4.
Kelly, Thomas White, El. '93. Prin., Cody, Wyo. 12.
Kelsey, Joseph L., El. '01. Prin. sch., Logan. 2.
Kelson, Carrie Lurena (Mrs. Maust), El. '98. Scott. 3.
Kemp, M. Lucretia (Mrs. Stone), El. '02. Kansas City, Mo. 1.
Kendall, Addison, Lat. '96. Cottonwood Falls. 5.
Kennedy, Ada, El. '04. Tr. city sch., Topeka. 1.
Kennedy, Asa Dutton, Lat. '90. Lawrence. 5.
Kennedy, Guy L., '74. South Haven, Mich.
Kennett, Maude E. (Mrs. Darnall), Eng. '97. Portland, Ore. 3.
Kenny, Ada Josephine, El. '02. Scammon. 2.
Kent, Cornelius Albert, El. '95, Eng. '99. Beloit. 7.
Kent, Harry L., Lat. '04. Tr. Western Branch Normal, Hays. 1.
Kenwell, Jos. C., El. '91, Eng. '95. Prin., Bald Mountain, Colo. 14.
Kenyon, Elfrieda G., El. '04. Tr. city sch., Macksville. 1.
Kenyon, Helen Delphine, El. '02. Tr. city sch., Clyde. 3.
Kepple, Dessa Alfaretta, El. '03. Tr. city sch., La Cygne. 2.
Keys, Stella, El. '96. Tr. city sch., Los Angeles, Cal. 9.
Kiger, Chas. R., El. '00. Albuquerque, N. M. 4.
Kimball, Bessie Grace (Mrs. McKinlay), El. '99. Oxford. 4.
Kimble, Clara, El. '96. Kansas City, Mo. 5.
King, Clyde L., Lat. '04. Stu., Ann Arbor, Mich. 1.
King, Grace Adaline (Mrs. Maguire), El. '93. Lawton, Okla. 8.
King, Julia Belle, El. '90. Winfield. 11.
King, Maggie May (Mrs. Gamble), El. '89. Enid, Okla. 5.
King, Margaret A., El. '88. Died 1889. 1.
King, Mary Lenora, El. '91. Tr. high sch., Florence, Colo. 14.

Kinkead, George Wakeman, El. '93. Supt. sch., Troy. 12.
Kirby, Clara E., El. '04. Tr. city sch., Council Grove. 1.
Kirby, Eleanor R. (Mrs. Ferguson), El. '87. Los Angeles, Cal. 2.
Kirby, Emory D., El. E. '81. Sec. coll., Battle Creek, Mich. 24.
Kirby, James J., C. S. '82. Boone, Iowa. 2.
Kirby, Lucinda (Mrs. Curtis), C. S. '83. Galesburg, Ill. 4.
Kirby, Mrs. Amanda, C. S. '82. Tr. coll., Battle Creek, Mich. 11.
Kirchner, Mrs. Della Layman, El. '04. Arlington.
Kirk, Utie Iora, El. '93. City sch., Kansas City. 12.
Kirkendall, Grace M. (Mrs. Robbins), El. '90. Americus. 4.
Kirker, John F., '75. Wichita. 9.
Kirkwood, Elizabeth T., Lat. '02. Tr. high sch., Emporia. 3.
Kittell, George Henry, El. '91. McPherson. 3.
Kittlaus, Emma L., El. '93. Prin. ward sch., Leavenworth. 4.
Kizer, Frank, Ad. E. '80. Downs. 3.
Kleinknecht, Helen, El. '95. Stu., New York city. 10.
Kline, Charles W., El. '95, Lat. '98. Supt. sch., McPherson. 10.
Klock, James E., '75. Prin. state normal, Plymouth, N. H. 30.
Knappenberger, Bessie Clare, El. '01. Jewell. 2.
Knott, Joseph I., El. '01, Lat. '03. Prin. sch., Leon. 4.
Knowles, Della, El. '02. Tr. city sch., Peabody. 3.
Knowles, Jennie M., El. '98. Tr. high sch., Junction City. 6.
Knowles, Julia Adgate, El. '90. Kansas City, Mo. 2.
Knowles, Sarah Cecilia, El. '90. Chicago. 4.
Knox, Florence, Lat. '01. Tr. city sch., La Junta, Colo. 3.
Kokanour, Sadie (Mrs. Chase), El. '94. Gresham, Ore. 5.
Kratochvil, Emil, El. '04. Tr. county high sch., Clay Center. 1.
Krehbiel, Christian Emmanuel, '97. Newton. 4.
Kretsinger, William S., Lat. '96. Emporia. 2.
Kruse, Henry O., El. '87. Stu. Chicago Univ. 17.
Kugler, Carrie Ester (Mrs. Chronister), El. '02. Abilene.
Kuhn, Mary (Mrs. Freas), El. '94. Chicago, Ill. 4.
Kyser, Willis Melvin, El. '90. Prin. co. high sch., Altamont. 15.
La Bar, Walter Acherson, Lat. '98. Fort Scott. 4.
Ladd, Carrie C. (Mrs. Bitler), El. '82. Eureka.
Laird, Clarence Stanley, El. '02. Prin. ward sch., Dodge City. 2.
Lakin, J. W., '96, Lat. and Eng. '98. Tr. high sch., Greeley, Colo. 9.
Landers, Harriet, El. '96, Lat. '97. Prin. high sch., Frankfort. 8.
Landis, Dennis Stache, El. '94. Phœnix, Ariz. 7.
Lane, Frank P., El. '04. Prin. sch., Grenola. 1.
Langley, Frank, Eng. '04. Tr. gov. sch., Iloilo, P. I. 1.
Lanning, Ella, El. '98. Deceased.
Lanning, Laura Leo (Mrs. Rankin), El. '01. Weir.
Leaf, Grace Mildred, El. '04. Asst. librarian K. S. N., Emporia. 1.

Learned, Mrs. Carrie Wright, El. '04. Starkville, Colo.
Learned, Elmer Ellsworth, El. '03. Starkville, Colo. 2.
Leatherwood, Elmer O., '94, Lat. '96. Salt Lake City, Utah. 8.
Lee, Carrie Amanda, El. '93. Died 1899. 5.
Lee, Dollie, El. '04. Tr. city sch., Scott City. 1.
Lee, Elizabeth, El. '96. Tr. city sch., Topeka. 7.
Lee, Floyd B., Lat. '04. Prin. sch., Louisburg. 1.
Lee, Stephen Earl, El. '03. Prin. county high sch., Gove. 1.
Leinbach, Florence (Mrs. Osterhout), El. '00. Clay Center. 3.
Lenker, Lyman Gilbert, Lat. '98. Braman, Okla. 5.
Leonard, Mary E., El. '86. Springfield, Ill. 13.
Leverenz, Mrs. Kate R., El. '02. Tr. city sch., Parsons. 3.
Leverenz, Minna, El. '04. Tr. city sch., Parsons. 1.
Lewis, Emma J. (Mrs. Wilhelm), El. '88. Alvin, Tex. 4.
Liggett, Florence J. (Mrs. Wheeler), Eng. '92. Garden City. 3.
Liggett, R. S., Lat. '92. Claremore, I. T. 6.
Liggett, Salome C. (Mrs. Rader), El. '93. Caney. 4.
Light, Chas. M., '75. Pres. terr. nor. sch., Silver City, N. M. 30.
Lillie, Addie (Mrs. Hurt), C. S. '83. Chanute. 8.
Lilly, Daisy, El. '04. Tr. city sch., Emporia. 1.
Lilly, Maud, El. '03, Eng. '05. Stu. K. S. N., Emporia. 2.
Lindamood, Clara E. (Mrs. Bayless), El. '97. City of Mexico. 2.
Lindblade, Christine, El. '04. Waterville. 1.
Lindley, Edward C., El. '01. Altamont. 2.
Lindsey, Jessie, El. '04. Stu. K. S. N. 1.
Lindsey, Mollie, El. '04. Wellington. 1.
Lindsey, Nellie, El. '04. Tr. city sch., Oxford.
Linley, Augusta (Mrs. Kilworth), El. '01. Seattle, Wash. 3.
Linn, John, El. '00. Prin. sch., Scranton. 5.
Lippincott, Allie M., El. '04. Waterville. 1.
Lockhart, Andrew E., El. '97, Lat. '99. Ward prin., Abilene. 8.
Lockhart, Lela Amy (Mrs. Brown), El. '00. Caney. 2.
Long, Henry F., El. '02. Prin. sch., Corwin. 3.
Long, Maggie May, El. '93. Erie. 7.
Long, Rena May, El. '99. Colorado City, Colo.
Long, Rolla Edwin, El. '94. Prin. sch., Axtell. 11.
Long, Samuel Stover, El. '04. Randall. 1.
Longenecker, Florence R., El. '92. Tr. city sch., Kansas City. 13.
Loomis, Addie L. (Mrs. Hall), El. '84, Sugar City, Colo. 3.
Losey, Anna L., El. '03. Tr. city sch., Horton. 2.
Love, Laura Leo, El. '00. Stu. univ., Decatur, Ill. 5.
Lowry, Curtis M., El. '01. Oklahoma. 1.
Lowry, John Albert, El. '96. Prin., Big Timber, Mont. 9.
Loy, Jessie (Mrs. Hege), C. S. '84. Halstead. 3.

HIS FIRST LESSON
Presented by Class of 1893.

Lucas, Asa Walter, El. '03. Prin. sch., Admire. 2.
Lucas, David L., El. '01. Supt. sch., Dawson, N. M. 4.
***Lucas*, Geo. C.**, '98. Kansas City. 1.
***Lueck*, George**, '99. Corning.
Lunceford, Albert E., El. '03. Prin. sch., Hill City. 2.
Lutes, Delphine H., El. '93. Tr. city sch., Vinton, Iowa. 11.
Lyon, Clarence H., El. '95. Tr. high sch., Emporia. 10.
***Lyon*, Willard E.**, '00. County supt., Lincoln. 5.
Lyon, William O., Eng. '97. Clay Center. 5.
***McAllister*, John E.**, El. '86. Augusta, Okla. 1.
McBride, John H., El. '86. Director man'l-train. h. s., Topeka. 17.
***McBride*, Wm. H.**, El. '93. Emporia.
McCartney, Ethel B., El. '91. Tr. K. S. N., Emporia. 14.
***McClain*, John A.**, El. '86. Philadelphia, Pa. 12.
McClintock, Oliver P. M., El. '88. Prin. Clay sch., Topeka. 17.
McClure, Effie I. (Mrs. Lawrence), El. '95. Dietz, Wyo. 9.
***McClure*, Jennie May (Mrs. Hamer)**, El. '94. Emporia. 3.
***McClure*, John B.**, El. '94. Emporia. 8.
McClure, Stella, El. '03. Tr. city sch., Sterling. 2.
***McClurkin*, Cyrus C.**, Eng. '91. Clay Center. 7.
***McClurkin*, Hugh L.**, El. '95. Canon City, Colo. 3.
***McCollum*, David**, El. '95. Osage City.
McConihey, Chas. F., El. '96. Tr. univ., Tacoma, Wash. 9.
McConkey, Clarence M., Lat. '01. Burrton. 4.
McConkey, May, El. '03. Tr. city sch., Burrton. 2.
McCoy, Anna, El. '04. Tr. city sch., Syracuse. 1.
McCoy, Eliza, El. '03. Tr. city sch., Pomeroy, Wash. 2.
***McCoy*, Martha Scott**, El. '89. Topeka. 5.
McCoy, J. P., El. '03. Prin. sch., Randolph. 2.
McCrary, Grace, El. '04. Tr. city sch., Success, Colo. 1.
McCreary, Carrie Mae, El. '00. Tr. city sch., Visalia, Cal. 2.
McCreary, Mary L., El. '95, L. '96, B.P. '98. Tr. Coll. Emporia. 9.
McCullough, Mary E., El. '99. Ward prin., Oklahoma City, Okla. 6.
McCurry, Ella (Mrs. Borgen), El. '98. Tr., Milo. 6.
McCurry, Laura Jane (Mrs. Gerard), El. '96. Ashfork, Ariz. 4.
McDonald, Agnes, El. '01. Tr. city sch., McPherson. 4.
McDonald, Norman, El. '93, Lat. '99. Parsons. 10.
McElroy, Maude, El. '04. Tr. high sch., Frankfort. 1.
***McFadden*, Henry S.**, '98. Ward prin., Chanute. 6.
McGee, Letitia, El. '02. Tr. city sch., Rosedale. 3.
McGill, May, El. '94. Tr. city sch., Enid, Okla. 10.
MacGinness, Lula (Mrs. Williams), El. '03. Castleton.
McGinnis, Chas. E., El. '01. Stu. Kan. Univ. 4.
McGowen, Elmer H., El. '02. Tr. coll., Stockton, Cal. 3.

McIlvaine, Robt. A., Eng. '98. Wakarusa. 6.
McIntyre, Mary Ray (Mrs. King), El. '97. El Dorado. 1.
Mack, Isabella, El. '95. Tr. city sch., Kansas City. 10.
Mack, Lovilla L., El. '90. Critic tr., Haskell Inst., Lawrence. 15.
Mack, Margaret A., El. '86. Tr. high sch., Leavenworth. 19.
Mack, Nellie, El. '88. Wilsey. 13.
McKelvy, Esther, El. '03. Prin. high sch., Waterville. 2.
McKinley, Charles, '98. Greensburg. 7.
McLean, Tena Belle, El. '02. Tr. city sch., El Reno, Okla. 3.
McMahan, Araminta M., El. '92, L. '93. Supt. m. tr., Redlands, Cal. 13.
McMahan, Myrtle May (Mrs. Breen), El. '94. Wilmington, Cal. 7.
McMurtrie, Minnie, El. '02. Tr. city sch., Topeka. 3.
McNabney, Charles, El. '03. Stu., Peoria, Ill. 2.
McNally, Eva, El. '83, Lat. '95. Tr. K. S. N., Emporia. 22.
McNaughton, Sarah C., C. S. '82. Tr., Alamosa, Colo. 23.
McQuiston, Mary C., El. '94. Tr. city sch., Kansas City, Mo. 11.
McSherry, Anna D., El. '04. Tr., Scranton, 1.
Madden, May Belle (Mrs. Henderson), El. '90. Independence. 2.
Madden, May E. (Mrs. Whittlesey), El. '00. Emporia.
Madden, Robert T., El. '92. Supt. sch., Hays. 8.
Maddox, Lulu K., El. '04. Tr. city sch., Enid, Okla. 1.
Maddox, Maude M. (Mrs. Montgomery), El. '91. San Diego, Cal. 11.
Magaw, Wm. Glenn, Lat. '02. Tr. high sch., Topeka. 3.
Magill, Robert L., '01, Lat. '03. Grand Junction, Colo. 3.
Mahin, Charles A., El. '04. Prin. sch., Dexter.
Mahin, Francis M., El. '98. Baldwin. 6.
Mallory, Maranda, Eng. '90. Prin. orphanage, Oklahoma City. 15.
Malloy, Henry Edward, El. '96. Tr. Bethany Coll., Lindsborg. 9.
Manahan, Fred A., El. '04. Hiawatha.
Manning, Harris W., Lat. '91. Eureka. 4.
Manser, Mary R., El. '92. Burden. 4.
Manser, Virginia Lee, El. '91, Eng. '96. Stu., Kansas City. 13.
Mapes, Vernon A., El., '93, Beaumont, Tex. 2.
Maple, Sadie A., El. '98, Lat. '00. Tr. city sch., Colorado Springs. 7.
Markwell, Effie E., El. '02. Asst. high sch., Syracuse. 3.
Markwell, Maude C. (Mrs. Williams), El. '01. Basil. 3.
Marlar, David F., '01. Stu. business coll., Dallas, Tex. 2.
Marlowe, Laura G., El. '00. Sewanee, Tenn. 4.
Marsh, Mabel, El. '03. Tr. high sch., Granite City, Ill. 2.
Marshall, Alice (Mrs. McConahey), Lat. '01. Pittsburg, Pa. 1.
Marshall, Anna A. (Mrs. Docking), El. '86. Manhattan. 3.
Marshall, Etta M., El. '01, Lat. '02. Asst. prin. h. sch., Douglass. 3.
Marshall, Florence M. (Mrs. Stote), El. '95. Colorado Springs.
Marshall, John M., El. '88. Judsonia, Ark. 2.

Marter, Albert, '75. Topeka. 5.
Martin, B. F., El. '02. Prin. co. high sch., Cottonwood Falls. 3.
Martin, Daisy May, El. '97, Lat. '03. Tr. high sch., Abilene. 8.
Martin, Emma T. (Mrs. de Niedman), El. '84. Died 1891. 2.
Martin, Halcyon, El. '02. Tr. city sch., Kansas City. 3.
Martin, Lulu K. (Mrs. Willis), C. S. '82. Emporia.
Martin, Mary B., El. '02. Tr. Campbell Coll., Holton. 3.
Martin, Morrow C., El. '03. Prin. sch., Burns. 2.
Martin, Orpha Lea, El. '98, Eng. '03. Tr. city sch., Abilene. 7.
Martin, Winnifred, El. '04. Tr. city sch., Ellsworth. 1.
Masters, Ira H., El. '04. Stu. Ottawa Univ., Ottawa.
Masters, Joseph G., '01, Lat. '04. Supt. sch., Wilburton, I. T. 1.
Mathias, Mollie E., El. '93. Tr. city sch., Kansas City. 12.
Matson, Carrie R., Lat. '00. Tr. high sch., Salina. 5.
Matson, Ethel L., El. '98. Tr. city schools, Wichita. 7.
Matson, Louise (Mrs. Adams), El. '95. Wichita. 8.
Matthew, Ernest B., El. '03. Tr. Western Br. Normal, Hays. 2.
Matthews, Mrs. Florence Stevens, El. '01. Tabor, Iowa.
Maxson, Jeannette (Mrs. Jetmore), El. '90. Neosho, Mo. 5.
May, Rebecca, Lat. '01. Larned, 4.
Mayberry, J. W., El. '93, Eng. '94. Tr. nor. sch., Edmond, Okla. 12.
Mayberry, L. W., El. '96, Lat. '99. Supt. sch., Arkansas City. 9.
Maynard, Mary E., Lat. '03. Tr. high sch., Emporia. 2.
Mays, George H., El. '86. Ward prin., Topeka. 9.
Means, Hiram M., El. '95, Lat. '97. Everest. 7.
Means, Jas. W., El. '94. Tr. coll., Stillwater, Okla. 11.
Meek, Faye (Mrs. Finkle), '77. Galva. 4.
Meek, Thomas, '75. Died 1884.
Mehaffie, Stella, El. '02. Tr. high sch., Chanute. 3.
Meisner, Wilhelmina, El. '02. Tr. city sch., Bern. 3.
Meldrum, Ellen Letitia, El. '03. Tr. city sch., Topeka. 2.
Mellor, Sophia Gertrude, El. '91, Lat. '96. Niotaze. 12.
Melville, Anna (Mrs. Boyd), '74, Durango, Colo.
Melville, Emma (Mrs. Sackett), '75. Tr. city sch., Parsons. 14.
Menke, Renna Lee, El. '00. Christ's Hospital, Topeka. 4.
Meskimen, Lillie May (Mrs. Peebles), El. '91. Norman, Okla. 4.
Messerley, Charles G., Lat. '98. Osage City. 4.
Metsker, Sonora, El. '04. Tr. city sch., Winchester. 1.
Metzger, Violetta Eugenia, El. '90. Tr. Univ. of Mo., Columbia. 9.
Meuser, Elizabeth (Mrs. Forbes), El. '98. Wellington. 1.
Meuser, Louisa Katherine, El. '01. Tr. city sch., Conway Springs. 4.
Meyer, Alta May, El. '03. Tr. city sch., Neodesha. 2.
Miles, Catherine Belinda, El. '93. Asst. prin. high sch., Abilene. 12.
Miles, Ethel (Mrs. Jones), El. '01. Olpe, 1.

Millar, M. Josephine, Eng. '05. Tr. city sch., Hoxie.
Millard, Frank, El. '04. Tr., Capiz, P. I. 1.
Miller, Clara G. (Mrs. Loy), C. S. '83. Died 1895. 2.
Miller, Della May (Mrs. Douglass), El. '91. Emporia. 7.
Miller, Edith S. (Mrs. Haigh), Eng. '87. Iola. 7.
Miller, Estella Beatrice, El. '95. Kansas City. 10.
Miller, Francis E., El. '89. Kansas City, Mo.
Miller, Fremont, C. S. '83, El. '84. Emporia. 2.
Miller, Julia D., Lat. '01. Tr. city sch., Baldwin. 4.
Miller, Mary Knowles, El. '98. Tr. high sch., Wetmore. 7.
Miller, Maud E. (Mrs. Crawford), El. '96. Fort Leavenworth. 2.
Miller, Mrs. Carrie Lowry, El. '98. Tr. city sch., Seattle, Wash. 7.
Miller, Norma Olive, El. '93. St. Joseph, Mo. 1.
Miller, Samuel Alvin, El. '96. St. Louis, Mo. 8.
Miller, William Elonzo, El. '93. Americus. 4.
Miller, William Vernon, Eng. '04. Tr. high sch., Iola. 1.
Milligan, Edith Isabel, El. '92, Eng. '96. Pittsburg, Pa. 8.
Mills, Albert T., El. '93, Lat. '96. Tr. univ., Decatur, Ill. 12.
Milton, Charles, El. '99. Hamilton. 3.
Minor, Edwin, El. '86. Supt. Ind. agency, Neah Bay, Wis. 14.
Minor, John L., C. S. '84, El. '85. Springfield, Mo. 5.
Minor, Lucy Ann (Mrs. Boyes), El. '86, Eng. '89. Perry, Okla. 8.
Mitchel, S. Eva, El. '04. Tr. city sch., Winchester. 1.
Mitchell, Clifford Alice, El. '02. Supt. sch., Iola. 3.
Molloy, Anna T., Lat. '96, Eng. '00. Stu. Aux. Nor., Pittsburg. 9.
Momyer, George Robert, El. '04. Prin. sch., Granada, Colo. 1.
Monce, Bessie (Mrs. Cain), El. '00. Concordia. 5.
Monce, Lillian, El. '01. Stu. nursing, Chicago, Ill. 4.
Monney, Lena Josephine, El. '98. Tr. city sch., Sabetha. 7.
Monteith, Anne R., '98. Tr. high sch., Topeka. 7.
Montgomery, Sadie L., Lat. '93. Pr. city tr. sch., Springfield, Ill. 12.
Montgomery, Samuel N., El. '90. Ward, prin., San Diego, Cal. 15.
Moon, Jessamine, El. '04. Tr. acad., Atoka, I. T. 1.
Moon, Josephine (Mrs. McDaniel), El. '95. Winona Lake, Ind.
Moon, Virgil Holland, El. '04. Prin. sch., Marquette. 1.
Moore, Edith, El. '95. Tr. high sch., Topeka. 10.
Moore, Eva E. (Mrs. Lovett), El. '94. Tr. city sch., Madison. 11.
Moore, George Washington, El. '00. Independence. 3.
Moore, George Wilfred, '98. Louisville. 1.
Moore, James Franklin, El. '02. Kansas City, Mo. 1.
Moore, Theodore B., El. '88. Tyrone, Okla. 14.
Moriarty, Ida Katheryne, El. '03. Prin. high sch., St. Marys. 1.
Morris, Belle C. (Mrs. Masterson), El. '02. Los Angeles, Cal.
Morris, David, El. '04. Stu. bus. coll., Kansas City, Mo.

Morris, Grace (Mrs. Boyle), El. '93. Wichita. 4.
Morris, Maude I. (Mrs. Whitehead), El. '94. Died 1901. 3.
Morris, Myrtle M., El. '98. Tr. city sch., Pittsburg. 7.
Morrison, Clara May (Mrs. Kent), El. '95. Beloit. 3.
Morrison, Edna B., El. '04. Tr., Parsons. 1.
Morrison, Harry Butler, El. '93. Prin. ward sch., Newton. 6.
Morrison, Katherine, El. '01. Tr. K. S. N., Emporia. 4.
Morse, Adelaide Jeannette, Lat. '97. Emporia. 1.
Morse, Carrie M., El. '01. Tr. city sch., Colorado Springs, Colo. 4.
Mossman, Dema May, (Mrs. Rose), El. '97. Snokomo. 2.
Mossman, Frank D., '02. Maplehill.
Mossman, Niles R., '01. Tr. state nor. sch., Valley City, N. Dak. 4.
Moyer, Cora Juanita, El. '04. Tr. city sch., Altoona. 1.
Moyer, Cora May, El. '00. Tr. city sch., Sabetha. 5.
Mull, Charles Henry, Lat. '03. Wa Keeney. 2.
Mulliken, Albert W., El. '01. County supt., Columbus. 4.
Mummau, Howard J., El. '04. Prin. sch., Melvern. 1.
Muninger, Gabrielle, El. '02. Eureka. 2.
Munson, Mary Jeannette (Mrs. Shine), El. '92. Tucson, Ariz. 2.
Muntz, Sybilla Susan, El. '92. Chicago, Ill. 1.
Murdock, Ella (Mrs. Pemberton), Adv. '76. Emporia. 1.
Murphy, C. A., Eng. '90, Lat. '92. Tr. co. h. sch., Clay Center. 15.
Murray, Laura, El. '98. Tr. city sch., Kansas City, Mo. 7.
Murray, Nellie G. (Mrs. Norris), El. '00. Hutchinson. 2.
Muth, Jennie Olive, Lat. '01. Ottawa. 2.
Myers, Charles W., El. '97. Prin. Prescott sch., Kansas City. 8.
Myers, Elmer J., El. '02, Lat. '04. Stu. Univ. of Ill., Urbana. 3.
Myers, Lissa Almeda, El. '01. Bertrand, Colo.
Myers, Maud, El. '96. Prin. high sch., Valley Falls. 9.
Myers, Stella E., El. '86 Tr. high sch., Kansas City. 19.
Myler, Ada Douglas, El. '92. Tr. city sch., Iola. 12.
Myler, Alice Edna, El. '94. Iola. 3.
Myler, E. W., El. '87. Iola. 14.
Naff, John H., El. '93. Prin., Runge, Tex. 12.
Nall, Georgia (Mrs. Smith), El. '97. Ballard, Wash. 3.
Nash, Lily, El. '00. Tr. city sch., Beloit. 2.
Nation, James Milton, El. '93. Topeka. 5.
Nay, Pruella (Mrs. Justis), El. '93. Kiowa. 3.
Nelgner, Ida, El. '03. Prin. high sch., Erie. 2.
Nelson, Christine (Mrs. Kennett), El. '97. Concordia. 5.
Nelson, Lucy Porter, El. '94. Tr. city sch., Tonto, Ariz. 11.
Nelson, Maggie (Mrs. Jaquith), El. '92. Died 1900. 5.
Nelson, Mary Birdena, El. '01. Tr. high sch., Beloit. 4.
Newby, Otto W., El. '02. Tr. Cooper College, Sterling. 3.

Newlin, Carrie, El. '00. Tr. city sch., Hays. 5.
Newlin, Clara M. (Mrs. Cloud), El. '88. Emporia. 11.
Newlin, Mattie (Mrs. Yeust), El. '04. Beaumont, Tex. 1.
Newman, Allen S., '95. Financial sec., K. S. N., Emporia. 10.
Newton, Albert H., El. '82, Eng. '85. Neosho Falls. 20.
Niblo, Ella, El. '04. Tr. city sch., Haddam.
Nichols, Ida Mabel, El. '02. Tr. city sch., Rushville, Ill. 3.
Nichols, James Franklin, El. '97. Tr., Harlan. 6.
Nichols, Lillie M., El. '95. Tr. city sch., Kansas City. 10.
Nichols, Martha J. (Mrs. Humble), '69. Parkersburg, W. Va. 6.
Norris, Eunice J. (Mrs. Pearson), Lat. '92. Los Angeles, Cal. 5.
Norton, Alice L. (Mrs. Ingersoll), '68. Denver, Colo. 5.
Norton, Lillian (Mrs. Kennedy), '74. South Haven, Mich.
Nowlin, Clifford H., El. '86. Tr. high sch., Kansas City, Mo. 19.
Noyes, Hattie May, Eng. '97. Tr., Maplehill. 6.
O'Brien, Grace E. (Mrs. Varney), El. '02. Manhattan. 2.
O'Connor, John Sylvester, El. '96. Emporia. 4.
Oldham, Helen M., El. '99. Tr. city sch., Santa Barbara, Cal. 6.
Olin, Mabel M., Lat. '05. La Cygne.
Olson, Anna Josephine, El. '95. New Haven, Conn. 1.
Olston, Minnie Adelia (Mrs. Williams), El. '03. Axtell. 2.
O'Neill, Rosa B. (Mrs. Doyle), C. S. '83. Perry, Okla. 10.
Orem, Elizabeth (Mrs. Clency), El. '88, Lat. '95. Baileyville. 10.
Orem, Rebecca (Mrs. Anderson), El. '89, Lat. '95. Huron. 1.
Oroke, Minnie, El. '94. Boise, Idaho. 8.
Osborn, Anna B., El. '95, Lat. '96. Tr. cy. sch., Red Lodge, Mont. 10.
Osborn, Thomas E., El. '04. Prin. sch., Kincaid. 1.
Ott, Daisy Isabelle, El. '99. Tr. city sch., Billings, Mont. 6.
Ott, Mary Caroline, El. '99. Tr. city sch., Hamilton. 4.
Overstreet, Alice M. (Mrs. Keenon), C. S. '82. Tahlequah, I. T. 9.
Overstreet, Mary, '75. Emporia. 27.
Oveson, Raymond, El. '98, Lat. '99. Stu. Harvard Univ. 7.
Owen, Hugh A., Lat. '90. Tr. normal sch., Silver City, N. M. 13.
Owsley, Leroy, Lat. '88. Bennington. 8.
Packard, Etta Blanche, El. '04. Tr. city sch., Richmond. 1.
Paddock, Anabel, El. '88, Eng. '02. Tr. high sch., Iola. 17.
Page, Gaitha Adolphus, El. '99. Tr. city sch., Topeka. 6.
Page, Gertrude L., El. '04. Erie.
Painter, Nellie Gertrude, Eng. '05. Tr. city sch., Almena.
Palmer, Bertha Carrie, El. '00. Tr. city sch., Manhattan. 5.
Palmer, Elsie Leona (Mrs. Carney), El. '96. Chicago. 4.
Palmer, Maude, El. '95. Died 1895.
Pampel, Pauline, El. '04. Tr. city sch., La Cygne. 1.
Paradise, James Henry, El. '98. Tr., Kincaid. 7.

l, Lida Catherine, El. '01. Tr. city sch., Ashland. 4.
Josie Eveline, El. '97. Tr. city sch., Neodesha. 8.
Sidney E. (Mrs. Grisham), C. S. '82. Cottonwood Falls. 5.
Wilbur Horton, El. '94. Atchison. 2.
r, Albert Lincoln, '89. Carterville, Mo.
r, Wilbern Walpole, '02. Stu. Kan. Univ., Lawrence. 3.
ns, Hiram Alonzo Melvin, El. '91. Caney. 3.
h, Effie (Mrs. Campbell), '75. Seattle, Wash. 2.
h, Susie L. (Mrs. Palmer), C. S. '82. Jewell. 3.
William S., Lat. '96. Prin. county high sch., Cherokee. 9.
son, Anna, El. '99. Tr. county high sch., Independence. 6.
son, Hattie L., El. '03. Tr. city sch., Arkansas City. 2.
son, Jennie Kate, El. '93. Kansas City, Mo. 5.
Josephine L. (Mrs. Crowe), '68. Died 1901. 13.
Loua (Mrs. Miller), C. S. '84. Emporia. 5.
Lucella (Mrs. Cromer), C. S. '83. Tr. cy. sch., Council Grove. 6.
, Eli, C.S.'83, El.'92, Eng.'95, L.'96, B.P.'98. Tr. K. S. N. 22.
, Bernice Florence (Mrs. Denny), El. '97. Harper. 4.
e, Mary E. (Mrs. Campbell), El. '99. Pueblo, Colo. 4.
e, Franklin F., El. E. '80. Soquel, Cal. 3.
on, Walter J., Lat. '88. Ward prin., Kansas City. 17.
, Ruth Anna, El. '04. Tr. School for Blind, Kansas City. 1.
l, Charles Wesley, El. '02. Jonesburg. 2.
e, Mentor J., Lat. '00. Stud. univ., Evanston, Ill. 4.
ns, Catherine, El. '96. Tr. State Industrial Sch., Beloit. 1.
ns, Cora B., El. '98, Lat. '00. Tr. city sch., Colo. Springs. 7.
ns, Roxie Esther, El. '02. Tr. city sch., Chanute. 3.
l, Jane Haskell (Mrs. Soden), Lat. '97. Emporia. 3.
, Aria Estelle, El. '00. Tr. city sch., Chanute. 5.
, Carrie (Mrs. Glasscock), El. '96. Kansas City. 4.
, John Shearer, El. '97. Rest. 5.
, Orlenzo V., El. '88. Tr., Clyde. 3.
, Willia H. (Mrs. Froman), El. '00. Canon City, Colo. 5.
Jesse Simon, Lat. '02. Prin. sch., Oxford. 3.
on, C. J., Eng. '96. Topeka. 2.
on, Pierce Gustavus, '02. Springfield, Mo. 3.
cie, Jessie May (Mrs. Bleakley), El. '92. Lawrence. 3.
cie, Mary K., El. '97. Tr. high sch., Kinsley. 5.
ook, Eva Louise, Eng. '99. Tr. city sch., Wa Keeney. 4.
ps, Albert Shelton, El. '89. Topeka. 2.
s, Anna E., El. '03. Tr. city sch., Phœnix, Ariz. 2.
ey, Royal Victor, El. '02. Prin. sch., Agra. 3.
L. Ella (Mrs. Lamon), El. '88. Died 1894. 3.
Marcellus, El. '89. Peck. 6.

Picken, Wm. S., Lat. '87. Prin. Western Branch Normal, Hays. 18.
Pickett, C. T., El. '77. Kansas City, Mo. 12.
Pieratt, James Monroe, El. '93, Lat. '95. Enid, Okla. 7.
Pike, Ida Florence (Mrs. Troxel), El. '96. Osawatomie. 4.
Pinet, Frank Leo, Lat. '05. Supt. sch., Erie.
Piper, Ethelyn W., El. '04. Tr. city sch., Clyde. 1.
Piper, Hattie S. (Mrs. Hudson), '75. Died 1899. 3.
Plackett, Maud E. (Mrs. Rice), El. '98. San Francisco, Cal. 5.
Plumb, Ellen, '67. Emporia. 3.
Plumb, Luella, El. '98. Reading. 7.
Plummer, George Wesley, El. '94. Perry. 9.
Polk, Ethel May, El. '04. Tr. city sch., Erie. 1.
Polk, Mrs. Cora G. (Mrs. Connet), El. '02. Raton, N. M. 2.
Polqvist, Anna Sophia, El. '99. Tr., Severy. 5.
Pomeroy, Carl H., El. '79. Seattle, Wash. 3.
Poplin, H. L., '69. Ventura, Cal. 6.
Postal, Lottie E. (Mrs. Cunningham), El. '03. Hanover. 2.
Postma, Virgil Elias, El. '03. Oklahoma City, Okla. 1.
Potter, Ralph Lloyd, '01. Salina.
Powell, Arthur B., '01. Manila, P. I. 4.
Pratt, Bertha May (Mrs. Clewell), El. '04. Buffalo.
Preston, Charlotte M., Lat. '91. Pr. sch., Las Alamitos, Cal. 7.
Prickett, Sarah, El. '04. Tr. city sch., La Canada, Cal. 1.
Prose, Lula Pearle, El. '04. Tr. city sch., Holton. 1.
Prowse, Carrie Jean (Mrs. Forde), El. '99. Winfield. 1.
Prowse, Minnie Agnes, El. '04. Tr. city sch., Burr Oak. 1.
Purdum, Iva E., Lat. '01. Cherokee. 4.
Putnam, Letha, El. '88. Ward prin., Spokane, Wash. 17.
Putnam, Mabel, Lat. '01. Des Moines, Iowa. 2.
Raburn, George E., Lat. '05. Stud. univ., Ann Arbor, Mich.
Ralston, Elmer, Lat. '96. Belle Fourche, S. Dak. 3.
Ralston, Margaret Jane, Lat. '01. Tr. city sch., Sabetha. 4.
Ramsey, Hamer Davis, El. '99. Prin. sch., Gas City. 5.
Randels, Sarah E. (Mrs. Mays), El. '93. Salt Lake City. 3.
Rankin, Delia, Lat. '01. Stu., Kansas City, Mo. 4.
Rankin, Roy, El. '01. Supt., Weir. 4.
Rath, Louise (Mrs. Pratt), El. E. '80. Los Angeles, Cal. 5.
Rawlings, Hester T. (Mrs. Bowman), El. '95. Newton. 1.
Rawlins, Clara (Mrs. Kenyon), '73. Deceased. 2.
Ray, James A., El. '04. County supt., Marion. 1.
Read, Bertha A. (Mrs. Phipps), El. '95. Junction City. 3.
Read, Dwight Ripley, Lat. '00. Prin. sch., Welsh, La. 5.
Read, Wendell Phillips, El. '03. Prin. sch., Wyandotte, Cal. 5.
Reed, Alma Irene, El. '04. Tr. city sch., Eudora. 1.

Reed, Edith M., El. '04. Greensburg. 1.
Reed, Ida, El. '03. Tr., Eudora. 2.
Reed, Olive, El. '97. Tr. city sch., Kansas City, Mo. 8.
Reed, Robert Stirling, Eng. '95. Simpson. 3.
Reed, William Wallace, El. '89. Supt. sch., Lisbon, N. Dak. 15.
Rees, M. Luther, El. '77. Chicago, Ill. 1.
Rees, William, El. E. '80, Adv., E. and L. '81. Minneapolis, Minn. 1.
Rees, William Gwyn, Eng. '05. Prin. sch., Bucklin.
Reiber, Willow Belle, El. '93. Tr. city sch., Emporia. 12.
Reid, Lizzie Grace, El. '00. Died 1900.
Reneau, Georgia Rosalie, El. '02. Prin. high sch., Tulsa, I. T. 3.
Reynolds, Alice A., El. '85, Lat. '95. Tr. h. sch., Yates Center. 16.
Reynolds, Mary Varina, El. '01. Tr. city sch., Meriden. 4.
Reynolds, Thomas H., Lat. '85. Kansas City, Mo. 3.
Rhoads, John C., El. '87. Humboldt. 7.
Rhodes, Allie May, El. '91. Tr. city sch., Los Angeles, Cal. 12.
Rhodes, Jemima O. (Mrs. Moore), El. '89. Parsons. 5.
Rhodes, Jeremiah Milton, El. '89. Tr. K. S. N., Emporia. 16.
Rice, Mary V., El. '93, Lat. '95. Tr. Teller Inst., Grand Jc., Colo. 12.
Rich, Bertha May, El. '00. Prin. sch., Cedar Point. 5.
Rich, Hulda (Mrs. Rich), C. S. '83. Emporia. 15.
Rich, Minnie (Mrs. Smith), Eng. '96. Kansas City, Mo. 3.
Richards, Ada Genevieve, El. '99. Stu., Los Angeles, Cal. 6.
Richert, David H., El. '02. Stu. Kan. Univ., Lawrence. 3.
Ridnour, Ethel June, Lat. '04. Tr. city sch., Iola. 1.
Riley, Lillian M., El. '88. Died 1900. 4.
Rines, Abbie M., El. '98. Tr. city sch., Elmhurst, Cal. 7.
Rishel, Arthur M., Lat. '04. Pittsburg. 1.
Roberson, Edna Leanna (Mrs. Gray), El. '99. Phillipsburg. 5.
Roberson, H. L. F., '75. Kingman. 14.
Roberts, Bessie, Eng. '02. Roper.
Roberts, Eda Isabel, Lat. '05. Tr. city sch., Princeton.
Roberts, Russel A., El., '03. Roper.
Robinson, Ernest Francis, El. '94, L. and E. '97. Prin., Reading. 11.
Robinson, Estella, El. '01. St. Louis, Mo. 1.
Robinson, Theo Pearl, El. '02. Tr. city sch., Iola. 3.
Robson, Eleanor J., El. '95, Eng. '96. Tr. city sch., Whiting. 3.
Robson, M. (Mrs. Tudhope), El. '92. Tr. city sch., Linwood. 10.
Roby, Lulu Belle, El. '00. Tr. city sch., Lawton, Okla. 5.
Rogers, Addie Bechtel, El. '00. Tr. city sch., Portland, Ore. 5.
Rogers, George Earl, El. '04. Chanute. 1.
Rogers, Jessie Edith, El. '04. Prin. sch., Steele City, Neb. 1.
Rogers, Sadie, '74. Bellingham, Wash. 22.
Rogler, Adaline (Mrs. Gosler), El. '83. Matfield Green. 14.

Rohr, Frances K. (Mrs. Vorrhis), El. '96. Osawatomie. 1.
Rohrer, Etta M., El. '92. Tr. city sch., Scott. 13.
Romick, Minnie L., El. '00. Tr. city sch., Pomona, Cal. 5.
Romigh, Sarah (Mrs. Anderson), El. '76. Santa Rosa, Cal. 4.
Rose, Chas. M., Eng. '98. Alma. 5.
Rose, Laura E. (Mrs. Middlekauff), El. '87. Argentine. 8.
Rose, Louise H. (Mrs. Hale), El. '87. Savannah, Mo. 12.
Rosendale, Christena, El. '04. Prin. sch., Lenora. 1.
Roser, Alice M., El. '04. Tr. Indian sch., Pine Ridge agency, S. D. 1.
Ross, Mrs. B. C., '75. Kansas City. 5.
Ross, Benjamin Franklin, El. '94. Hamilton. 7.
Row, Ebbidel, El. '98. Larned. 4.
Rowe, Anna M. (Mrs. Chilcott), El. '01. Rockvale, Mont. 2.
Royer, Mary S., El. '01. Prin., Gove. 4.
Royster, William Edwin, Lat. '02. Stu., Louisville, Ky. 3,
Ruble, Mamie, Lat. '03. Prin. sch., Chautauqua. 2.
Rubow, Laura Anna, El. '90. Zion,. Ill. 10.
Rudisill, Flora Alice (Mrs. Sutton), El. '89. Emporia. 5.
Rudisill, Mary E., El. '87. Pleasant Plain, Ill. 14.
Ruggles, Robert Mitchell, El. '91. Died March, 1904.
Ruggles, William Spencer, Eng. '88. Arkansas City. 3.
Rugh, Lillie C. (Mrs. Hamaker), El. '96. Nashville, Tenn. 6.
Rundle, Allie Wilson, El. '96. Axtell. 8.
Ruppenthal, Anna B., Eng. '05. Prin. sch., Birchfield.
Rusch, Herman F., El. '04. Tr. man'l tr., Oklahoma City. 1.
Russ, Russell S., El. '92. Prin. Aux. Normal Sch., Pittsburg. 13.
Russell, Ella May, El. '04. Tr. city sch., Ottawa. 1.
Russell, Lena May (Mrs. Lewis), El. '94. Santa Ana, Cal. 4.
St. Clair, Allan Talbott, '98. San Francisco, Cal. 3.
St. John, Claude, Lat. '03. Prin. sch., Florence. 2.
St. John, Lillian A. (Mrs. Williams), Eng. '98. Manhattan. 3.
Salisbury, Jennie, El. '02. Tr. city sch., Moran. 3.
Salmon, Noah D., El. '04. Kansas City, Mo.
Salser, Everett Ellsworth, El. '97. Died 1900. 3.
Sanborn, Harry D., El. '04. Ph. dir. Y. M. C. A., E. St. Louis, Ill. 1.
Sandborn, Anna E. (Mrs. Baker), El. '96, Lat. '97. Chapman. 6.
Sands, Florence, El. '88. Tr. city sch., Peabody. 17.
Sax, Arthur Oreatus, El. '91. Chicago, Ill. 7.
Sayre, Alva H, El. '04, Lat. '05. Prin. sch., Pasadena, Cal.
Schaub, Louise M., El. '04. Prin. high sch., Parsons. 1.
Schaufler, Bertha, El. '03. Tr. city sch., Bellevue, Idaho. 1.
Scheel, Minnie Rosetta (Mrs. Hill), El. '94. Emporia. 4.
Schenck, George, Lat. '97. Le Roy. 3.
Schenck, John J., C. S. '83. Topeka. 2.

Schiller, Emma Louise, El. '95. Tr. city sch., Cherryvale. 8.
Schiller, Kate S., El. '98. Tr. city sch., Olivenhain, Cal. 7.
Schmalzreid, Agnes, El. '03. Tr. city sch., Florence. 2.
Schmalzreid, Mary, El. '93. Prin. high sch., McPherson. 12.
Schmidler, Lulu May, El. '04. Tr. city sch., Chanute. 1.
Schmidler, Sophia, El. '03. Tr. high sch., Junction City. 2.
Scholl, Geo. W., El. '02. Tr. high sch., Seattle, Wash. 3.
Schriver, Bessie V. (Mrs. Haney), El. '01. Lebanon. 2.
Schriver, Margaret C. (Mrs. Brockett), El. '00. Atchison. 3.
Schryver, Emma C., El. '02. Tr., Idana. 3.
Schwaller, Freda (Mrs. Trinkle), El. '03. La Cygne. 1.
Seal, Harvey C., Lat. '04. Tr. govt. sch., Iloilo, P. I. 1.
Seaman, Effie L., El. '99. Tr., Osage City. 6.
Seaman, Wallace M., El. '95. Prin., Udall. 10.
Secord, Nettie P. (Mrs. Osborne), El. E., '81. San Diego, Cal.
Sequist, Minnie, Eng. '05. Eskridge.
Serviss, Brunettie May (Mrs. Spiker), El. '96. Emporia.
Severy, Calvin L., '80. Pasadena, Cal.
Shaffer, Ida May, El. '04. Tr. city sch., Hays. 1.
Shaler, Anna M. (Mrs. Magaw), El. '00. Topeka. 1.
Shaler, Erma A. (Mrs. Shepherd), El. '94. Macksville. 3.
Shaler, John N., El. '94. St. John. 1.
Shank, Myrtle Anna (Mrs. Walters), El. '00. Arista, Iowa.
Shannon, Leon W., '93. Hiawatha. 9.
Sharrard, Kate, El. '02. Tr. K. S. N., Emporia. 3.
Shaw, Orville Nelson, El. '03. Eskridge. 2.
Shearer, Lawrence M., El. '04. Tr. high sch., Pasig, Rizal, P. I. 1.
Shedd, Bessie, El. '96, Lat. '03. Tr. co. high sch., Cherokee. 9.
Sheedy, Dennis J., El. '04. Stu. Kan. Univ., Lawrence. 1.
Sheldon, Georgia, Lat. '00. Oklahoma City, Okla. 5.
Shellenbaum, Sophia E., El. '00. Stu. K. S. N., Emporia. 5.
Shepard, John, El. '97, Lat. '99. Prin. Hoisington. 8.
Shepardson, Edwin A., Lat. '98. Tr. Aux. Normal, Pittsburg. 7.
Shepherd, Earl R., Lat. '93. Macksville. 3.
Shepherd, Grace, Eng. '95. Tr. high sch., Boise, Idaho. 10.
Sheppard, Alena A., El. '01. Sedan. 4.
Sheppard, Cornelia J. (Mrs. Heimbaugh), El. '01. Sedan. 3.
Sheppard, Mary A., El. '01. Prin., Cedarvale. 4.
Sherrill, Estella V. L., Lat. '05. Carmen, Okla.
Sherwood, William, El. '76. Burlington. 12.
Shideler, John W., El. '03, Lat. '04. Prin. sch., Hillsboro. 2.
Shively, Charles A., Lat. '93. Tr. Western Br. Normal, Hays. 12.
Shobe, Nancie P. (Mrs. Wyatt), El. '93. Wellington. 3.
Short, Clara A. (Mrs. Means), El. '94. Stillwater. 3.

Shoup, Mabel I., El. '04. Tr. city sch., Cimarron. 1.
Shove, Kate, El. '03. Tr. city sch., Havensville. 2.
Showalter, Edith E. (Mrs. Bradbury), El. '00. Wichita. 3.
Showalter, Ethel, El. '03. Tr., Wichita. 2.
Showalter, Grace L. (Mrs. Irvine), El. '02. Wichita.
Shreck, John A., '86. Redlands, Cal. 5.
Shuey, Ethel, El. '03. Tr. city sch., Plainville. 2.
Shuler, Mabel E., El. '02. Tr. city sch., Riley. 3.
Simmerwell, E. A., El. '85. Prin. ward sch., Topeka. 20.
Simmons, H. Rosina, El. '03. Tr. city sch., Cache, Okla. 2.
Simons, Mrs. Clara Harris (Mrs. Thrall), El. '94. Eureka. 5.
Sinclair, Benj. F., El. '00, E. '03, L. '03. Stu. K. U., Lawrence. 2.
Sisler, Della J., El. '95, L. '98. Lib. terr. univ., Albuquerque, N. M. 10.
Sisler, Edna S. (Mrs. Sickles), El. '93. Winfield. 6.
Skinner, Loretta May, El. '04. Tr. city sch., Neodesha. 1.
Slack, Cornelia, '75. Ward prin., Los Angeles, Cal. 15.
Slater, Barton W., El. '00. County supt., Independence. 5.
Slaughter, Julia May, El. '04. Cimarron. 5.
Slayton, Grace, El. '04. Tr. city sch., Topeka. 1.
Slocum, Carrie (Mrs. Fosdick), El. '91. Spokane, Wash. 3.
Slocum, Josephine (Mrs. Manahan), '68. Died 1882. 13.
Smith, Ada E., El. '90. Tr. city sch., Kansas City, Mo. 14.
Smith, Anna P. (Mrs. McBride), El. '86. Topeka. 3.
Smith, Charles Marion, El. '04. Prin. sch., Prescott. 1.
Smith, Clarence J., El. '86. Supervisor man. tr., Wichita. 18.
Smith, Fannie B. (Mrs. Beebe), El. '84. Burns. 4.
Smith, Geo. Wildman, Eng. '96. Kansas City, Mo. 5.
Smith, Mrs. Ida Giger, El. '04. Tr. city sch. Emporia. 1.
Smith, James F., Lat. '98. Prin. sch., Stockton. 3.
Smith, Jessica, El. '04. Tr. city sch., Attica. 1.
Smith, John Retter, El. '99. Died 1904. 1.
Smith, Lillian Belle (Mrs. Kirby), '97. Clyde. 4.
Smith, M. C., El. E. '80. Springfield, Mo. 2.
Smith, Maud Dell (Mrs. Jacquemin), El. '91. Oskaloosa. 7.
Smith, Nellie R., El. '02. Tr. city sch., Ottawa. 3.
Smith, Olive A., El. '93. Tr. city sch., Admire. 12.
Smith, Phœbe J., Eng. '00. Tr. dom. art, city sch., Pueblo, Colo. 5.
Smith, Sarah A. (Mrs. Dobson), El. '93. Tr. city sch., Edna. 4.
Smith, Sarah L., El. '91. Tr. DePyster sch., Verbank, N. Y. 8.
Smith, Mrs. Susie K., Lat. '98. Tr. city sch., Stockton. 6.
Smith, Walter G., El. '95. Lecompton. 5.
Snow, Marion S., El. '00. Newkirk, Okla. 4.
Snyder, Anna B., Eng. '97. Perry. 2.
Snyder, Anna E., El. '02. Tr. K. S. N., Emporia. 3.

, Frances I., El. '04. Tr. high sch., Pittsburg. 1.
rs, Albert P., Lat. '00. Prin., Opal, Wyo. 5.
ecker, Nevin W., El. '83. Salt Lake City, Utah. 3.
Charles R., El. '85. Ward prin., Santa Monica, Cal. 13.
s, B. Pearl (Mrs. Read), Lat. '02. San Jose, Cal. 1.
Maude L., Lat. '00. Asst. prin., Downs. 5.
y, Mary E. (Mrs. Creighton), El. '97. Emporia. 5.
er, John M., '70. Rozario, Argentina. 15.
ing, Dellie, '74. Tr. W. Shoshone Ind. sch., Owyhee, Nev. 24.
Dicie A., El. '93. Tr. co. high sch., Effingham. 12.
, Mary O. (Mrs. Martin), El. '90, L. '94. Ridgeway, Colo. 12.
r, Elizabeth T., El. '94. Tr. city sch., Kansas City. 11.
r, Julia H. (Mrs. Sanderlin), El. '84. Boulder, Colo. 8.
r, Lila S. (Mrs. Coe), El. '01. Humboldt. 2.
r, Martha P., '69. Acme, W. Va. 24.
Olive C. (Mrs. Edwards), C. S. '82. Elkhorn, Wis. 3.
Antoinette (Mrs. Duclos), El. '88. Lamhi agency, Idaho. 17.
Gertrude (Mrs. Rader), El. '89, Lat. '92. Rampart, Alaska. 14.
in, Mary Alice, El. '94. Naturita, Colo. 5.
e, Julia (Mrs. Langworthy), El. '03. Beaumont, Tex. 2.
, Addie M., El. '04. Tr. city sch., Topeka. 1.
, Walter A., Lat. '01. Hollenberg. 3.
ng, Bertha, El. '96. Tr. high sch., Pendleton, Ore. 9.
use, Lelia T. (Mrs. Munsell), El. '93, Lat. '00. Herington. 8.
l, Edith N. (Mrs. Kendall), Eng. '96. Cottonwood Falls. 6.
Belle, El. '02. Tr. city sch., Topeka. 3.
, Daniel L., '94. Oskaloosa. 8.
, Julia R. I., El. '92. Tr. city sch., Kansas City. 13.
Adeline M., El. '04. Scott City. 1.
Clark N., El. '93. Coffeyville. 3.
r, Wm. A., '95. Marion.
Cora E., El. '02. Lenexa. 1.
, Richard O., El. '88. 1036 Grand View ave., Boulder, Colo.
Grace M. (Mrs. Lehman), El. '97. Bern. 6.
Mabel L., El. '02. Valley Falls. 2.
Wm. Orlando, El. '04. Prin. sch., Hope. 1.
, Jos. M., El. '03. Supt. sch., Neodesha. 2.
an, Amel, El. '00. Stu. Kan. Univ., Lawrence. 5.
John C., El. '01. 923 E. 14th st., Kansas City, Mo. 4.
n, Bertha, Eng. '99. Valley Falls. 6.
s, Allen A., El. '84. Wa Keeney. 8.
son, Kate Agnes, El. '94. Tr. city sch., Scagway, Alaska. 8.
son, Leona R. (Mrs. Boswell), El. '93. Coffeyville. 10.
Margaret J., El. '99. Pocatello, Idaho. 6.

Stevens, Mrs. Anna R., El. '98. Alva, Okla. 4.
Stevens, Geo. W., '95, Lat. '98. Tr. normal sch., Alva, Okla. 9.
Stevens, Mary O., El. '02, Lat. '03. Tr. govt. sch., Ellamar, Alaska. 3.
Stevenson, E. May (Mrs. Hall), El. '04. Tr city sch., Hoxie. 1.
Stevenson, Jonathan L., El. '01. Prin. sch., Strong City. 4.
Stevenson, Wm. C., El. '89. Prin. bus. dept. univ., Decatur, Ill. 16.
Stewart, Blanche, El. '04. Tr. city sch., Topeka. 1.
Stewart, Flora A., El. '85. Waukesha, Wis. 4.
Stewart, John B., El. '04. Kansas City, Mo.
Stewart, Lillian M. (Mrs. Bloss), El. '88. Winfield. 11.
Stewart, Maude R., El. '88. Tr. private sch., Minneapolis, Minn. 17.
Stewart, Sallie W., El. '97. Waverly. 4.
Stewart, Thos. A., '69. Great Bend.
Stilwell, Clara E., Lat. '91. Palo Alto, Cal. 14.
Stinson, Anna (Mrs. Sisson), '74. Harveyville. 10.
Stittsworth, Carrie B., El. '98. Tr. city sch., Kansas City, Mo. 6.
Stone, Julia M., El. '94. County supt., Concordia. 10.
Storrs, Nellie (Mrs. Newman), '70. Emporia. 5.
Stout, Aaron J., El. '93, Eng. '94. Vice-prin. high sch., Topeka. 12.
Stout, Alta M. (Mrs. Lashell), El. '93. Denver, Colo. 3.
Stout, Endre D., El. '94. Emporia. 1.
Stout, Eunice B. (Mrs. Stevenson), El. '01. Strong City. 1.
Stout, Eva L., El. '94. Emporia.
Stout, Lois, El. '04. Tr. city sch., Cunningham.
Stout, Newton J., El. '82. Yates Center. 6.
Stout, Rachel A., El. E. '81. Emporia. 14.
Stout, Sarah E., El. '93. Denver, Colo. 3.
Stratton, Elsie (Mrs. Coffman), El. 98. Little River. 6.
Stroud, John E., El. '03. Prin. sch., Jamestown. 2.
Stroup, Andrew B., El. '98, Lat. '99. Stu. Leland Stanford Univ. 7.
Stubbs, A. W., El. '76. Kansas City, Mo. 4.
Stubbs, Ella Mae (Mrs. Stewart), El. '95. Martinez, Cal. 5.
Stubbs, Ethel (Mrs. Hampton), El. '03. Kanona. 2.
Stubbs, Grace M. (Mrs. Sprague), El. '04. Grenola. 1.
Stuckey, K. Pearl, El. '93, Lat. '94. Lib. cat. K. S. N., Emporia. 12.
Suddock, Matthew M., El. '86. Emporia. 5.
Sutton, Eli R., El. '88. Detroit, Mich. 2.
Sutton, Lucy I. (Mrs. Bennett), El. '92. Died 1900. 6.
Sutton, U. G., '96, Lat. '97. Moline. 4.
Swanson, Tillie L. (Mrs. Cornelius), El. '93. Seattle, Wash. 8.
Swarens, Barton L., El. '93. Nickerson. 6.
Taggart, Maude M., El. '04. Tr. city sch., Valley Falls. 1.
Tangemann, Elizabeth (Mrs. Agrelius), El. '98. Lawrence.
Tangemann, Minnie M. (Mrs. Mahin), El. '97. Baldwin. 8.

Tanner, Lulu M., '98. Died 1902. 3.
Taplin, Myra, El. '04. Tr. city sch., Alva, Okla. 1.
Tawney, Wm. H., El. '94. Tr., Ottawa. 11.
Taylor, Charles H., El. '03. Prin. high sch., Beloit. 2.
Taylor, Fred A., El. '03. County supt., Girard. 2.
Taylor, Jessie M. (Mrs. Newman), El. '96. Emporia.
Taylor, Kittie M., El. '99, Eng. '01. Decatur, Ill. 3.
Taylor, Mary S., El. '94, Lat. '00. Tr. K. S. N., Emporia. 11.
Taylor, Meta H., El. '00. Emporia. 3.
Taylor, Myrtie May, El. '96. Tr. city sch., Lindsborg. 9.
Tear, Daniel A., El. '89. Prin. Keith sch., Chicago, Ill. 16.
Tear, Grace, El. '04. Tr. city sch., Wichita. 1.
Tefft, John Quincy, El. '03, Lat. '04. Kinsley. 1.
Thayer, Burt G., El. '04. Prin. sch., Elwood. 1.
Thayer, Elson, Lat. '00. Ottawa. 5.
Thomas, Carrie Averill, El. '98. Tr. city sch., Harper. 7.
Thomas, Edgar H., El. '93. Tr. univ., Oklahoma City, Okla. 2.
Thomas, Elva Mae (Mrs. Ernst), El. '95. Americus. 2.
Thomas, Eudora Jane, El. '95. Emporia. 4.
Thomas, Gertrude Louise, El. '94. Tr. city sch., Minneapolis. 11.
Thomas, Belle (Mrs. Fowler), El. '93. Oklahoma City, Okla. 2.
Thomas, Lillian V., '01. Prin. sch., Elkton, Colo. 4.
Thome, Fannie M., '93. Tr. high sch., Salt Lake, Utah. 12.
Thompson, Ella L. (Mrs. Rasmussen), '75. Ogden, Utah. 7.
Thompson, Clarence Arthur, Lat. '04. Prin. sch., Woodbine.
Thompson, Earl L., El. '04, Lat. '05. Prin. sch., Thayer. 1.
Thompson, Eli Dudley, El. '04. Tr. city sch., Pratt.
Thompson, G. O., El. '04, Lat. '05. Pr. h. s., Monte Vista, Colo. 1.
Thompson, John A., El. '90. Grenola. 1.
Thompson, Mary W. (Mrs. Avery), El. '91. Sedan. 9.
Thompson, Roy, El. '04. Stu. K. S. N., Emporia. 1.
Thomson, Birdena Roberta, El. '01. Tr. city sch., Emporia. 4.
Thomson, Eva May, El. '02. Tr. city sch., Cedarvale. 3.
Thomson, Luella Oretta, El. '94. Tr. city sch., Topeka. 11.
Thomson, Nettie L., El. '03. Tr. city sch., Admire. 1.
Thornley, Miriam (Mrs. Bezanson), El. '87. Guthrie, Okla. 12.
Thoroman, Albert M., '99, El. '01. Supt. sch., Council Grove. 6.
Thorp, George Everland, '01, Lat. '02. Prin. sch., Scandia. 4.
Thurston, Nettie, '74. Los Angeles, Cal. 4.
Ticer, T. G., '69. Died 1882.
Tiffany, Louisa (Mrs. Elliott), El. '91. Fulton. 8.
Tilford, George R., jr., El. '03. Prin. sch., Waverly. 2.
Tolman, Grace Eldred, Eng. '93. Kansas City, Mo. 7.
Tompkins, Cora L., El. '03. Prin. sch., Agricola. 2.

Towner, Charles Clifford, El. '93, Eng. '94. Abilene. 6.
Tracy, Frank D., El. '02. Prin. sch., Baldwin. 3.
Tredway, C. E., El. '04. Tr. man. tr. h. sch., Mo. Valley, Iowa. 1.
Tredway, Guy Martin, El. '01, Lat. '02. Prin. sch., Moran. 4.
Trimmer, George Daniel, El. '94. Died 1896. 2.
Troutman, Virginia, El. '04. Emporia.
True, Helen, El. '02. 1409 Fillmore street, Topeka. 2.
Tucker, Mary A., C. S. '82. Douglass. 4.
Turkleson, Elizabeth M., El. '95. Tr. coll., Battle Creek, Mich. 10.
Turner, Bernice Helen, El. '03. Tr. city sch., Pleasanton. 2.
Turner, Mabel Orcutt, El. '04. Tr. city sch., Argentine. 1.
Turner, Nellie (Mrs. Butterfield), El. '79. Tr. city sch., Topeka. 26.
Turner, Pearl E. (Mrs. Evans), El. '00. Council Grove. 1.
Turner, Stella M., El. '02. Tr. city sch., Emporia. 3.
Turney, Rosa Margaret (Mrs. Henley), Lat. '98. Flint Ridge. 2.
Tyler, Elza Edward, El. '93, Lat. '95. Stu., Columbia, Mo. 10.
Tytherleigh, Anna M. (Mrs. Randolph), El. '93. Emporia. 7.
Umdenstock, Ida A. (Mrs. Standiferd), C. S. '82. Reading. 3.
Upton, Matilda (Mrs. Pinkham), '69. Tr. city sch., Rosedale. 19.
Utter, Oliver Lincoln, Eng. '91, Lat. '93. Cincinnati, Ohio. 9.
Utz, Irbie Belle, '99, Lat. and Eng.-Ger. '01. Valley Falls. 3.
Vail, Hattie G., '73. Kansas City, Mo. 4.
Van Amburgh, Harriette, El. '96, L. '97. Tr. city sch., Los Angeles. 8.
Vance, Stellena (Mrs. Washington), El. '01. Manhattan. 1.
Van Hook, Kate, El. '96. Hiawatha. 8.
Van Hoose, Grant, '96. Salt Lake City, Utah. 8.
Van Ness, Elmer B., C. S. 82. Mound City. 4.
Van Voris, Mrs. Ethel Clark, '98. Emporia.
Van Voris, Wm. A., El. '92, Lat. '97. Tr. K. S. N., Emporia. 13.
Vastine, Captain Lewis, El. '03. Brownell.
Vaudrey, Clara I. (Mrs. Blenkarn), El. '97. Athol. 2.
Veatch, Sarah Frances, El. '03. Tr. city sch., Bennington. 2.
Vezie, Anna (Mrs. Grafton), El. '86. Colorado Springs, Colo. 9.
Vickrey, Mrs. Frances R., El. '00. Tr. city sch., Emporia. 5.
Vinson, Nora, El. '03. Tr., Scott. 2.
Vrooman, Lulu E., El. '04. Terr. normal, Weatherford, Okla. 1.
Walker, G. A., El. '92. Buena Vista, Colo. 13.
Walker, Jessie Metta (Mrs. George), El. '98. Paola. 2.
Walker, Mary Edna, El. '93. Tr. city sch., Monrovia, Cal. 12.
Walker, Mary Ella, El. '93. Topeka. 10.
Wall, Abraham J., El. '93, Lat. '94. Richfield. 4.
Wallace, John M., C. S. '84. Silver City, N. M. 2.
Waller, Mrs. Mabel Rogers, El. '04. Manila, P. I.
Walter, Ada G. (Mrs. Boyer), El. '94, Lat.-Eng. '98. Kingman.

Walter, Beth, El. '03. Tr. city sch., Reading. 2.
Walter, Isa Mae (Mrs. Moser), El. '99. Riley. 5.
Walter, Maud May (Mrs. Murphy), Lat. '99. Kingman. 4.
Ward, Albert E., El. '94. Kansas City, Mo. 8.
Ward, Hattie, '74, Adv. '76. Los Angeles, Cal. 4.
Ward, Joseph O., El. '86. Washington, D. C. 12.
Ward, Lucy, El. '99. Tr., Maybell, Colo. 6.
Ward, Wilbert A., El. '01. County supt., Minneapolis. 4.
Ware, Charles M., El. '02, Lat. '04. Prin., Clyde. 3.
Waring, Fannie, El. '89. Tr. city sch., Peabody. 16.
Warkentin, J. H., El. '03, Lat. '05. Stu. Kan. Univ., Lawrence. 2.
Warner, Beth (Mrs. Mull), '97, Eng. '03. Wa Keeney. 7.
Washburn, Wm. C., '02. Kansas City, Mo. 1.
Washer, Mary M., El. '88. Kansas City. 10.
Waters, Silas A., El. '95. Prin., Kremmling, Colo. 8.
Watson, Mary A., El. '96, Eng. '97. Pasadena, Cal. 8.
Watson, Mary Jane (Mrs. Short), '67. Trenton, Mo. 15.
Watts, Mrs. Eva N. (Mrs. Duncan), El. '92. Butte, Mont. 9.
Way, Isaac T., '75. Parsons. 6.
Weatherby, E. S., El. '00, Lat. '04. Tr. bus. coll., Lawrence. 5.
Weaver, Anna G. (Mrs. McCormack), El. '90. Horton. 2.
Webb, Alberta I. (Mrs. Wilson), Lat. '92. Horton. 4.
Webster, Mary (Mrs. Sommers), El. '82. Manhattan. 10.
Webster, Weltha A., El. Eng. '81, Eng. '82. Tr., Logan. 24.
Weir, Annie, El. '94. Tr., North Topeka. 11.
Weisser, Helen, El. '04. Tr. city sch., Colony. 1.
Wells, Arthur A., El. E. '81. Died 1895. 5.
Welty, Carrie E., El. '92. St. Joseph, Mo. 7.
Wendel, Minnie, El. '03. Tr. city sch., Elmont. 2.
Westfall, Benjamin F. S. W., El. '95. Lamont, Okla. 4.
Wetzig, Hannah A., El. '04. County supt., Manhattan. 1.
Whaley, Martha B. (Mrs. McClintock), El. '93. Topeka. 4.
Wharton, O. B., El. '76. Enterprise, Fla. 8.
Whealy, Arthur C., El. '00. Dalton. 2.
Wheatley, Addie M. (Mrs. Taylor), El. '02. Beloit. 2.
Wheeler, A. C., Lat. '96, Eng. '97. Supt. sch., Garden City. 9.
Wheeler, W. J., El. '91. Pres. bus. coll., Birmingham, Ala. 14.
Wherland, Wilhelmina (Mrs. Kauffman), C. S. '84. Hardy, Neb. 5.
Whitbeck, Jennie, El. '92, L.' 93, Eng. '95, B. P. '98. Emporia. 13.
White, Ambrose, El. '92, Eng. '94. Tr. high sch., Kansas City. 13.
White, John Brister, El. '93, Eng. '01. Prin., Colony. 12.
White, Julia, Adv. '79. Garnett. 4.
Whitelaw, Roy S., Lat. '05. Prin. high sch., Arkansas City.
Whitmore, Alfarata, El. '04. Tr. city sch., Topeka. 1.

Whitney, Mary A., Lat. '89. Tr. K. S. N., Emporia. 16.
Whitson, Ida May, El. '89. Ward prin., Spokane, Wash. 16.
Wick, Myrta L. (Mrs. Haines), El. '88. Manhattan. 5.
Wiggam, Horace G., Lat. '91. Died 1892.
Wiggam, Mrs. Jennie B., El. '91. Emporia. 2.
Wilbur, Hettie (Mrs. Elstun), Lat. '91. Colorado Springs. 4.
Wilbur, Lestie, El. '97. Tr. city sch., Grand Junction, Colo. 8.
Wilbur, Simeon E. L., '88. Died 1902.
Wilcox, Ida R. (Mrs. Halley), El. '91. Salina. 12.
Wilcoxson, Myrtie L., El. '01. St. Louis, Mo. 4.
Wilkin, Ada, El. '04. Tr. city sch., Hutchinson. 1.
Wilkin, Mary E., El. '91. Bow Creek. 4.
Wilkinson, Addie, El. '03. Tr. city sch., Emporia. 2.
Wilkinson, Alice, El. '03. Tr. city sch., Norton. 2.
Wilkinson, Geo. E., Eng. '91. Alton, Ill. 7.
Wilcox, Alton G., '01. Junction City. 1.
Willett, Delpha, El. '00. Tr. city sch., Lyons. 5.
Willett, Olive (Mrs. Roberts), El. '88. Hutchinson. 4.
Williams, Albert, El. '01. Castleton. 1.
Williams, Alice Vine, El. '94. Grantville. 11.
Williams, Charles H., El. '94. St. Louis, Mo. 6.
Williams, Clarence M., '93. Horton. 7.
Williams, Jennie, El. '03. Tr. city sch., Emporia. 2.
Williams, Mary A. (Mrs. Cavaness), '69. Chiles. 2.
Williams, Mary E., El. '03. Tr. city sch., Emporia. 2.
Williams, Reese M., El. '04. Hutchinson. 1.
Williams, Samuel D., El. '89. Tr. city sch., Sioux City, Iowa. 16.
Williams, S. Ella, El. '93. Died 1902. 5.
Williams, Sophia May, El. '02. Tr. city sch., Oskaloosa. 3.
Williams, Virginia, El. '82. Tr., Frisco, Colo. 8.
Willis, Blanch (Mrs. Beach), El. '04. Ottawa. 1.
Wills, Myrtle, El. '04. Tr. city sch., Iola. 1.
Wilmore, Carrie E., El. '00. Tr. city sch., Wichita. 4.
Wilson, Anna M. (Mrs. Veale), Lat. '91. City of Mexico. 4.
Wilson, Dora, '74. Atchison.
Wilson, E. A. E. F. (Mrs. Frazier), El. '90. Durango, Colo. 6.
Wilson, Henry I., El. '03. Tr., Broken Arrow, I. T. 2.
Wilson, Nora (Mrs. Schilling), El. '90. Kansas City, Mo. 3.
Winslow, Julius M., Lat. '95. Tr. high sch., Kansas City. 8.
Wishard, Lewis H., El. '89. Pr. high sch., Iola. 16.
Witt, Geo. N., El. '95, Lat. '97. Died 1899. 4.
Witt, Mrs. Ida M. Bromley, El. '96. Tr. city sch., St. Louis, Mo. 6.
Woehner, Louise W. (Mrs. Stall), El. '92. Leavenworth. 1.
Woerner, Irene J., El. '02. Tr. city sch., Atchison. 3.

HER FIRST LESSON.
Presented by Class of 1894.

Wohlford, Minnie K., El. '99. Tr. city sch., Fort Collins, Colo. 5.
Wolcott, Carrie A., El. '97. Tr. city sch., Parsons. 8.
Wolf, George Melden, El. '90. Urbana. 5.
Wolfe, Raymond Guy, El. '00. Smith Center. 2.
Wolfe, Sarah A., El. '04. Tr. city sch., Neodesha. 1.
Wood, Emma J. (Mrs. Hodge), El. '79. Rialto, Cal. 2.
Wood, Inez (Mrs. Jackson), El. '91. Eureka. 5.
Wood, Margaret May, El. '02. Prin. sch., Riley. 2.
Wood, Thomas M., '95, Lat. '98. Stu. K. S. A. C. 9.
Wood, William W., '96, Lat. '99. Supt. sch., Horton. 9.
Woodford, Grace, El. '99. Tr. city sch., Topeka. 6.
Woodhead, Georgia M., El. '04. Stu. Kan. Univ. 1.
Woodhead, Mrs. Lucy E., El. '04. Lawrence.
Woodmansee, Grant, El. '93. Tr., Alva, Okla. 12.
Woodrow, Lorena M., El. '99. Stu. univ., Granville, Ohio. 6.
Woods, Carrie E. (Mrs. Phillips), El. '89. Died 1899. 5.
Woodside, Forrest, '95. Colorado Springs, Colo. 4.
Woodside, Mariam, El. '03, Eng. '05. Yates Center. 1.
Woodward, Sarah E., El. '01. Kansas City, Mo.
Woodward, Wm. E., El. '86. Blackwell, Okla.
Wooster, Lyman Dwight, Lat. '05. Stu. K. S. N., Emporia.
Worcester, Martha J., El. '94. Tr. K. S. N., Emporia. 11.
Wortman, Jacob G., El. '91. Mound City. 9.
Wortman, Lois H., El. '02. Tr. city sch., Argentine. 3.
Wright, J. C., '01, Lat '02. Tr. Central high sch., Kan. City, Mo. 4.
Wright, Samuel M., Lat. '01. Greeley, Colo. 2.
Wyant, Virgie A., El. '00, Lat. '03. Tr. city sch., Eureka. 5.
Wyant, Zinta E., El. '98, Lat. '01. Winfield. 5.
Wyatt, Edgar A., El. '96. Prin., Steamboat Springs, Colo. 9.
Wyatt, Stella (Mrs. Brummitt), El. '92. Chicago, Ill. 3.
Wyckoff, Ella (Mrs. Chapman), El. '01. Pittsburg. 4.
Young, Mrs. Carrie F. Keezel, El. '90. Wakarusa. 4.
Young, Flora R., El. Eng. '81. San Diego, Cal. 5.
Young, John W., Eng. and Lat. '82. Ward prin., Alameda, Cal. 22.
Young, Maude Ethel, El. '98. Stu. univ., Decatur, Ill. 6.
Young, Pearl R., El. '01, Axtell. 4.
Young, Sherman P., El. '96. Wakarusa. 6.

Alumni Enterprises.

Students' Loan Fund.

Report of condition October 1, 1905.

Gift of class of 1899	$111 60		
Gift of class of 1900	107 56		
Gift of class of 1901	141 65		
Gift of class of 1905	27 00		
Gain to fund by interest	141 47		
Value of fund to date		$529 08	
Face value of outstanding loans			$520 99
Interest accrued			26 59
Overdraft to fill out latest loan		18 30	
Totals		$547 58	$547 58

Class Gifts to the School.

Since the Senior class discontinued the presenting of class banners, the annual gifts have been as follows:

1892 — Picture, "Alden's Letter."
1893 — Statue in Carrara marble, "His First Lesson."
1894 — Statue in Carrara marble, "Her First Lesson."
1895 — Portrait of Judge Kellogg, first President.
1896 — Fountain at west end of building.
1897 — Tablet in wall of corridor, main building.
1898 — Portrait of Doctor Taylor, then President.
1902 — Ornamental window in library.
1903 — Electroliers in front of library.
1904 — Ornamental clock for library.
1899, 1900, 1901, 1905 — Students' loan fund (see report above).

Alumni Building and Magazine.

The committee in charge of the fund for an alumni building report satisfactory progress. The Alumni Association has placed on this committee the additional duty of publishing an alumni periodical in the interest of the association, and the first number will be ready about the time this notice comes to the eye of the reader. It is to be a monthly magazine at the price of one dollar per year. Address, "The Normal Alumnus," Emporia, Kan.

State Certificates.

Not renewable and not diplomas.

In force October 1, 1905.

Date given after each name shows time of expiration.

Three Year.

Adee, Jessie, Aug. 5, '08
Doyle, Dorothy, Aug. 17, '08
Finlayson, Edith, Aug. 14, '08
Gift, Mary Alice, Aug. 5. '08
Groendyke, John, Aug. 5, '08
Harris, Clara J., Aug. 5, '08
Light, Lee R., Aug. 5, '08
Salser, Carl, Aug. 9, '08
Skinner, Ethel, Aug. 5, '08
Wright, Clinton, Aug. 5, '08

One Year.

Baltz, Henry, June 27, '06
Barnes, Nellie, Aug. 2, '06
Brown, F. E., Aug. 4, '06
Bundy, Florence E., July 10, '06
Byram, Eunice, Aug. 30, '06
Castleberry, Ida M., Sept. 8, '06
Clark, Agnes, Aug. 23, '06
Courtney, Grace, Aug. 4, '06
Cox, George W., Aug. 9, '06
Crawford, Susie, Aug. 4, '06
Daniels, Ellen E., Sept. 1, '06
Drake, C. Frank, Aug. 4, '06
Davis, Mamie A., Jan. 1, '06
Deweese, Eva, Oct. 19, '06
Ellis, Mildred, Sept. 7, '06
Essick, Katherine L., Sep. 11, '06
Fairchild, Mary, Sept. 1, '06
Fisher, Natta, Sept. 8, '06
Harper, Manley H., Sept. 11, '06
Held, Rosa, Sept. 4, '06
Hensley, Bert, July 12, '06
Hensley, Nellie, Aug. 26, '06
Hetzel, Geo., Aug. 2, '06
Hickey, J. Lavonia, Sept. 1. '06
Hughes, Jane, Aug. 4, '06
Kelley, Maude, July 19, '06
King, Oda, Aug. 4, '06
Lewis, Charlotte, Aug. 4, '06
McAdow, Ida B., Aug. 9, '06
McLindon, Anna, Aug. 4, '06
Mesmer, Florence, Aug. 4, '06
Mesmer, Maude L., Aug. 4, '06
Meyer, Nellie A., Sept. 11, '06
Monroe, Edith, Aug. 3, '06
Mooney, Ethel, Aug. 4, '06
Parker, Cora, Sept. 1, '06
Ramsburg, Pearl, Aug. 4, '06
Rishel, Martin W., July 27, '06
Roberts, Nora, Aug. 23, '06
Scott, Pearl, Aug. 4, '06
Seeley, Climena, Aug. 4, '06
Spangler, Norman U., Aug. 2, '06
Stone, Jessie E., Aug. 29, '06
Troemper, E. C., Aug. 4, '06
Van Hove, Bertha, Aug. 2, '06
Venard, May, Aug. 4, '06
Viets, Cora, Aug. 9, '06

The Kansas
ate Normal School,

EMPORIA, KANSAS.

Handbook Number.

Vol. V. No. 3.

DECEMBER, 1905.

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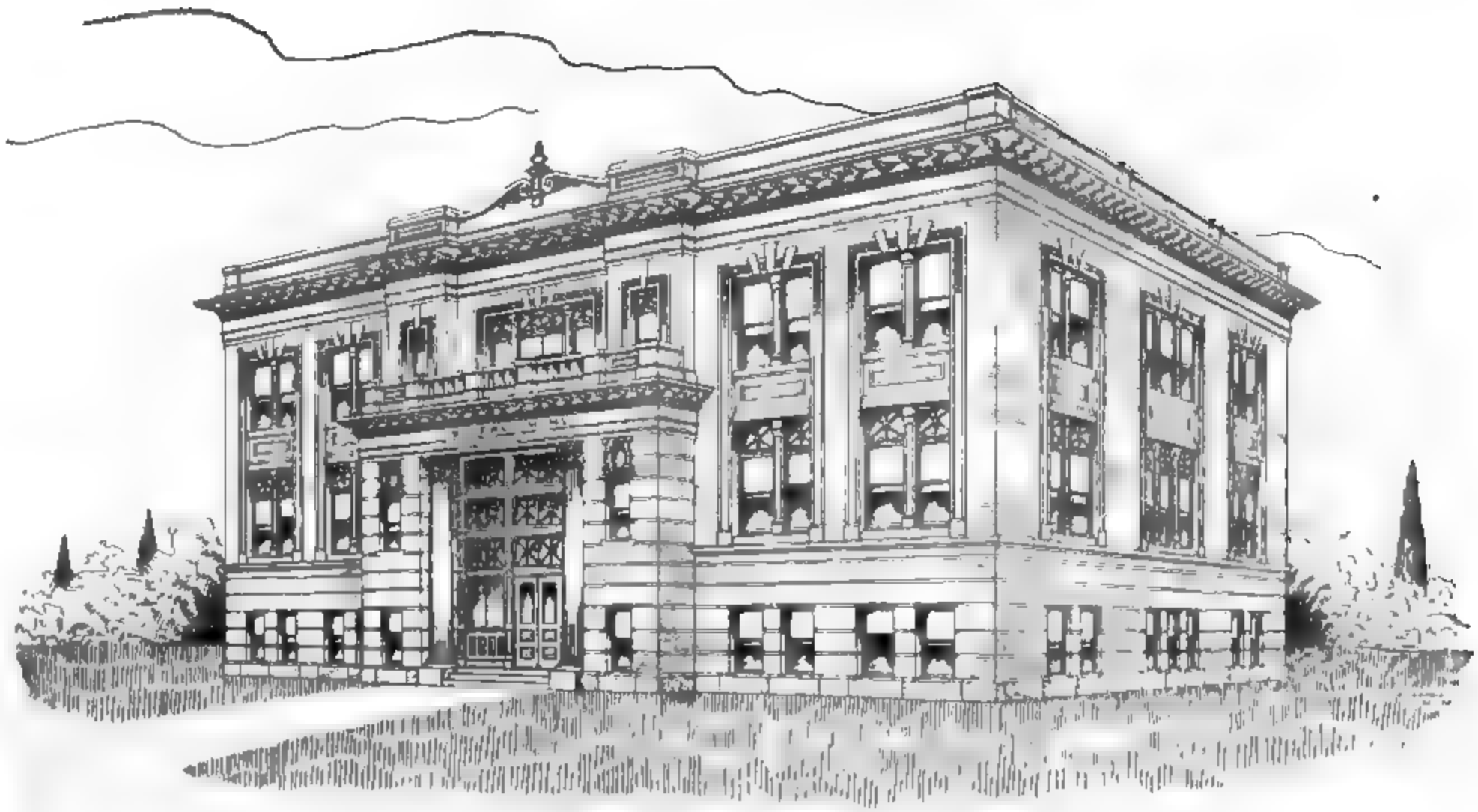
TOPEKA.
1905.



THE NEW SCIENCE BUILDING.

Preface to this Number.

NOT the form but the spirit has been the aim in making suggestions in connection with information about the School.

This little handbook is prepared for the use of students and of those to become students, that they may have at hand sufficient memoranda to enable them to secure the advantages offered without waiting for their incidental discovery, and to assist them in understanding what is expected of them as members of the Normal family.

It is taken for granted that young men and women entering the classes here need few, if any, rules concerning conduct, and yet all recognize the fact that certain rules of procedure are necessary to avoid confusion and to attain the highest efficiency.

Friendly relations with all are sought at once. Perfunctory observance of the regulations of the School is neither asked nor desired. The spirit rather than the form prompts that cooperation by which students and faculty may be mutually helpful. Many things, harmless enough in themselves as isolated cases, in their relations to the class or to the School as a whole become serious offenses, and the thoughtful student is always willing to exercise a little self-denial for the good of his fellows. The spirit shown in the student is the best assurance of the spirit that will possess him as a teacher.

There should be little need for "government" in an institution of this kind. Each student should govern himself, and when he finds himself unwilling or unable to do that, he would save mutual embarrassment by quietly withdrawing from the School.

Please take time enough to read the various suggestions and memoranda so carefully that you may know clearly their import, and may contribute your part towards the realization of the great objects for which the institution was founded.

Program, Fourth Ten Weeks,

BEGIN. A. M. Jan. 29.	Room 34.	Room 49.	Room F.	Room 46.
8:10	Latin, 2.*	Latin, 8.	History,* Greek.	Philos., College.
8:25	Latin, 5.	Latin, 2.	Library School.	U. S. History, Spec.
8:40	Orthography.	Etymology.*		Orthography.*
8:50	Latin, 1.	History of Ed.	Library School.	Child Study.
9:05	Latin, 3.	Latin, 4.	Library School.	Psychology, VI.
9:20	Latin, 3.*	Latin, 9.	Phys. Train. Theory.	Psychology, IV.

BEGIN. A. M. Jan. 29.	Room 48.	Room 55.	Room 27.	Room 75.
8:10	Lit. Crit., Course 1.		Grammar.*	Grammar, Spec.
8:25	English Lit.	Rhetoric.	Grammar.	
8:40		Orthoepy.*	Orthography.*	Spelling, Spec.
8:50	English Lit.*	Grammar.*	Grammar.	Grammar, Spec.
9:05		Rhetoric.	Grammar.	
9:20	Lit., Spec.	Rhetoric.*	Grammar.*	Grammar, Spec.

BEGIN. A. M. Jan. 29.	Room 59.	Room 47.	Room 28.	Room 56.
8:10	Penmanship, Spec.	Arithmetic.*	Algebra, II.*	Arithmetic.
8:25	Bookkeeping and Penmanship.	Arithmetic.*	Algebra, II.	Algebra, V.
8:40		Orthoepy.	Orthography.	Orthography.
8:50	Bookkeeping, Spec.	Trigonometry.	Algebra, Spec.	Arithmetic.
9:05	Arithmetic, Spec.	Geometry.	Algebra, II.	Arithmetic.
9:20	Typewriting and Shorthand.	Arithmetic.*	Algebra, Spec.	Geometry.*

* Last half.

The Arabic numerals after studies indicate the order in which the various terms of a subject should be taken; the Roman indicate the term in the course.

1905-'06 (January-March).

Room 39.	Room 57.	Room 54.	Room 74.	BEGIN, A. M. Regularly.
Sch. Law and Management.*	History,* English.	Civil Law, Spec.	Reading, Spec.	8:10
		Kansas History.	History, Oriental.	8:55
Spelling, Spec.	Orthography.*	Spelling, Spec.		9:40
Sch. Law and Management.	History, English.	Kansas History.	Music, III.	10:20
Sch. Law and Management.	History, Roman.	History and Law.	Reading, Spec.	11:05
U. S. History, Spec.	History,* Roman.	History and Law.*	Music, V.	11:50

Room 58.	Room 19.	Room 62.	Room 61.	G A. M.
German, 1.*	Manual Tr., 6-8, Wood Carving.	Drawing.*		8:10
German, 4.	Arithmetic, Spec.	History of Art.	Drawing.	8:55
Orthography.		Spelling, Spec.		9:40
German, 1.	Manual Tr., 3-5, Woodwork.	Drawing.*	Drawing.	10:20
German, 3.	Manual Tr., 1, Drawing.		Drawing.	11:05
German, 2.	Manual Tr., Clay Mod.	Drawing.*	Drawing, Brief.*	11:50

Room 51.	Room 26.	Room 25.	Room 37.	BEGIN, A. M. Regularly.
Elocution.*	Botany.*	Physiology, IV.	Geography, Spec. Pol.	8:10
Elocution.	Geology, Adv.	Physiology, Spec.	Geography.	8:55
	Orthoepy.	Etymology.	Orthography.	9:40
Elocution.*	Zoology.	Physics, V.	Geography, Spec. Phys.	10:20
Elocution.	Botany.	Chemistry, Adv.	Geography.	11:05
Oratory.	Botany.	Physics, IV.	Geography.*	11:50

* Last half.

The program shows what work is to be done, but is not to be understood as signifyin that all the subjects in one room are to be taught by the same teacher.

This is a State Normal School,

"The exclusive purpose of which shall be the instruction of persons, both male and female, in the art of teaching," in the words of a phrase from the original act, and this expression alone is sufficient to describe the function of a normal school.

The course of study and methods of teaching in the Normal School recognize the following considerations:

High moral character, including capacity for self-government, is an essential qualification for teaching.

Ability to master the most difficult parts of the subjects commonly taught in our schools is necessary to a teacher.

Proficiency in the art of teaching is dependent upon a thorough knowledge of the fundamental principles of the science.

Clear conceptions of methods can most readily be attained by an intelligent study of them in practical operation.

Training secured in working with appliances chosen with method in view always proves the most effective.

The subjects of instruction demand a training of the teachers in special methods for each of them, and, therefore, should be taught in the Normal with reference to methods for the public schools.

Every teacher should possess a historical as well as a philosophical knowledge of the means by which a harmonious development of the physical, intellectual and moral powers is secured.

No teacher is properly equipped who is not familiar with the various methods of utilizing the material about him for illustrating simple lessons in all the subjects taught.

Our public schools should not be made practice rooms for pedagogical novitiates, but defects should be remedied and skill acquired in training schools supervised by competent critics.

The State Normal School should train teachers for all the subjects taught in public schools, including city and county high schools.

The State Normal School should confer a teacher's state certificate on the completion there of any course which is accepted by law for other schools for certificating by the State Board of Education without examination.

The Normal School should not be expected to do work for which the state provides other schools, and other schools cannot so well do the proper work of the Normal School.

Emporia.

The Atchison, Topeka & Santa Fe and the Missouri, Kansas & Texas railroads, with their extended branches and numerous connections, make Emporia easily accessible from all parts of the state.

The city contains nearly 10,000 inhabitants, and is noted for its many beautiful homes and churches. It lies on the ridge between the Neosho and the Cottonwood rivers, its natural drainage is perfect, and it is recognized as one of the healthiest cities in the West. The moral and educational tone, as well as the business enterprise of its citizens, combine to make it the ideal place for an institution of learning. Questionable resorts are not permitted, and those who would violate statutes to maintain such places are not tolerated. Rooms in many of the most comfortable and attractive homes in the city are open to students at reasonable rates. In this connection it might be stated that the moral and spiritual atmosphere in the State Normal School is stimulating and wholesome. Its students have ever been most generous in testifying to its helpfulness to a better living. Our church friends need have no fear that their children will not find a church home and church friends in abundance. There are about twenty different denominations represented in the churches of Emporia, and in nearly every Sunday-school there are one or more classes composed almost exclusively of Normal students. Every Endeavor Society, League and Union in the city has consecrated students in its membership.

What Emporia Does for Students.

Students thinking of entering the institution often inquire whether they can find employment which would enable them to support themselves. The institution itself has very little to offer in that line. The clerk in the general office almost always has on file applications from citizens for various kinds of service. The Y. M. C. A. has a committee on employment whose chairman cooperates with the office in seeing that employers get good employees, and taking care that the desired service shall be temporarily performed, if necessary to hold the places, with the understanding that the students who are seeking to save places for those who need them will transfer them as soon as persons needing the place are found.

The Normal is not able to promise such places definitely in advance of the arrival of students. The employer and employee should meet before a contract is made. If students can come with enough money to take care of their expenses until they make such acquaintance as will give supporting employment, the institution

will give them every possible chance to do well the outside work for which they engage. Many of the students find opportunity to earn part of their expenses after being here long enough to become acquainted, and some are earning all their expenses.

We quote below what one of the Emporia papers published some years ago, under heading used above. This article is as true to-day as it was then. Had the writer been fully informed, he might have added that many of the stores use student clerks in the afternoon and evening, and many farmers and gardeners in the neighborhood apply for afternoon help.

"With a student population from outside of at least one-tenth as great as the entire resident body of people, Emporia does the handsome thing in the way of assisting deserving students. The student as a wage-earner is a factor in the business community as a carrier of daily papers, church janitor, laundry agent, hotel clerk, table waiter, housekeeper, club steward, custodian of barn, printer and solicitor of advertising for student papers, and doubtless in many other capacities not mentioned here.

"Normal students are especially adaptable to all kinds of work, because of the fact that they come with serious purpose, and are accustomed to self-support. They do not feel that it is necessary to keep exact pace with the other members of their classes. Students are not so regular in the Normal course as in the work of other institutions. A young man or a young woman enrolled in a high school or college feels that it is a disgrace to fail to graduate when the regular time for the class graduation is reached. A small percentage of any Normal graduating class has come regularly and continuously through the years from entry to graduation.

"The program of recitations at the Normal is so arranged that almost any one who can have at his disposal two or more hours between 8 and 12:30 can secure school work that he wants. It would therefore be feasible for the Normal student to accept employment outside for as many as eight hours, at almost any time of day or night, and yet have time, strength and opportunity to make progress in his course. Nearly all of the subjects are repeated every term, and in most of the subjects there are recitations at various hours of the foren oon covering the same matter.

"Self-supporting students at the Normal are among the most worthy, and the fact that they are supporting themselves does not in any way diminish their self-respect, nor decrease their popularity with the faculty or students. Almost any one conversant with the Normal history in the past few years could name students who came to the city with very little monoy, pursued an honorable and successful course in school, and went into the world with money gathered in Emporia in excess of what they had originally brought."

COTTONWOOD RIVER NEAR EMPORIA.

Relations between the Normal School and Emporia.

The following was said in a greeting given to the citizens of Emporia at a reception held in honor of the Board of Regents of the State Normal School:

The Normal School appreciates Emporia, and is ready to say that there is no other place where it would rather be located.

The sanitary conditions maintained here make this a safe place for the assemblage of the largest body of students in the state. No case of sickness has ever been traced to the city water. Regulations of the city board of health have proved efficient always in the suppression of contagious disease. In this conjunction, it might be remarked that the Normal School students always give thorough and honest conformity to the requirements of this board.

The moral condition of this community is also a cause of great satisfaction. Emporia is not trying to get revenue from the vices of people, and does not harbor vicious resorts. The Normal School is proud to introduce to this community a body of people whose patronage cannot be secured by any such objectionable business as is sometimes said to be demanded by other communities. Students from outside of Kansas are paying the extra fee required of non-residents in order that they may come here, and no one has ever gone away from us because of Kansas sumptuary laws.

We recognize that Emporia maintains an unusually exemplary resident population. We find in her churches not merely the facilities for worship which this great body of students wish to have, but also in the management of these and other helpful organizations a valuable object-lesson for those who are to go out as teachers of the young.

We find in Emporia business houses the goods that set a high standard for our kind of trade. While we may not have as much money as tradesmem like us to have, we always pay for what we buy. And with a faculty pay-roll of about $60,000 per year, and the expending of other state appropriations to the amount of about $100,000 per year, and with the spending of about $200,000 per year for the board of students, and probably as much more for their books and clothing, Emporia may feel encouraged to continue in business. It is to be understood, if possible, that no objection made by Emporia to the mail-order business will apply to the sending of orders here by students when they go out to teach. Emporia business men acknowledge with great satisfaction that not only do former students send by mail for their own books and clothes, but they also lead their relatives and friends to join them in their orders. Emporia is said to be the best-advertised town in the state, because it is advertised by good people who have been here from every city and county.

One other pleasing assurance the Normal School is able to give to the city: the local government will not find its troubles or its expenses increased by the people whom the school brings here. The sidewalks are not torn up, nor painted, nor even pasted with handbills, by Normal students. The police force need not be increased nor the capacity of the city or county prison threatened on account of Normal students. There need be no concern as to class scraps or hazing. We are glad to have your good will and hearty sympathy in our amusements, and we assure you we shall not make these amusements of the lawless kind.

We may express to you our satisfaction at what you are doing to make your city habitable. All that you do to make life worth living here will be appreciated by this body of people who know how to prize the best things, and know how to tell the people, wherever they go, that Emporia is a place of good things.

Buildings.

The main building, containing about eighty rooms, has recently been repaired, repainted, and, in many other ways, greatly improved. Additional light has been admitted to dark corridors and a complete system of motor ventilation has been installed.

The gymnasium building has been strengthened and its capacity increased by additional water-heating facilities and by removing some of the overcrowded apparatus to rooms in the main building.

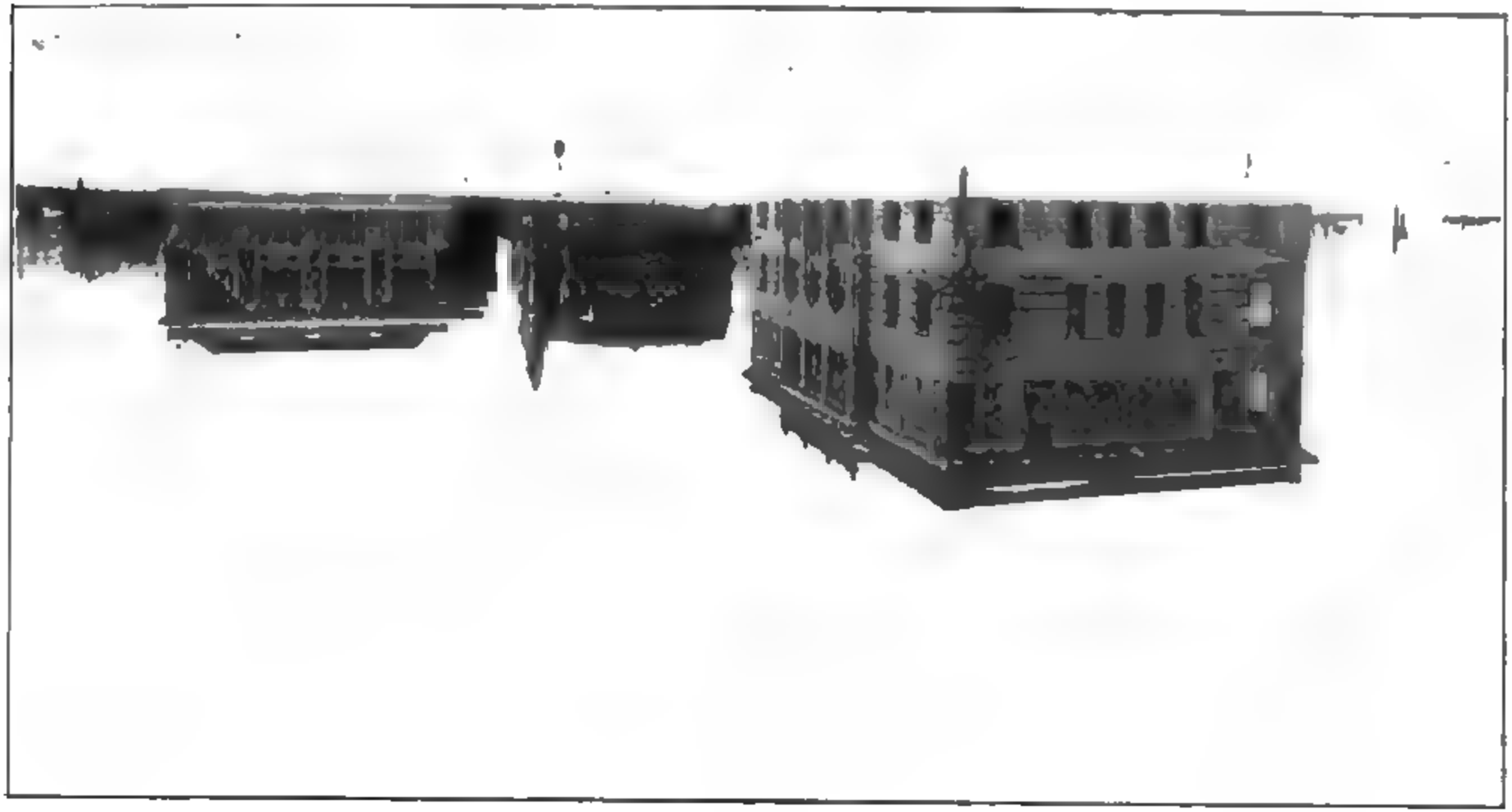
The heating plant has added new boilers with a total capacity greater than that of all the boilers formerly in use. The new engine and generator enable the Normal to furnish its own light at a cost even less than the very reasonable prices heretofore given by the city of Emporia. The exhaust steam from the engine goes into the heating mains when needed, and the entire plant is planned for the greatest possible economy.

The hospital building has been placed near the janitor's residence, and is being fitted up so that cases of non-contagious sickness can be cared for here much more satisfactorily by the nurse than if left scattered among the rooming houses of the city.

The new grand stand for the Normal field is the best in the state, and, located as it is close in on the Normal campus, must be kept in neat condition to correspond with the appearance of the other buildings.

The library is the especial pride of all who are interested in the Normal School. The finish, both exterior and interior, is the finest in the state. The heating, lighting, ventilating and all the furnishings are of the very best.

The training school building fills a long-felt want of the Model School. The segregation of the children of the grades in a build-



TRAINING SCHOOL. MAIN BUILDING. LIBRARY.

ing by themselves enables the student teachers to do their work under conditions typical of the best public-school work.

The science building now being erected is to occupy the extreme southeastern portion of the campus, and will constitute a proper balance for the Library building in architecture as well as location. The interior will, however, in its rugged simplicity go to the other extreme from the ornate interior of the Library building. The rooms will be finished after the fashion of the Chicago University buildings. The joists, as well as all wiring and plumbing, will be of exposed construction. The third story will be devoted almost entirely to museum, and will serve to gather the specimens now stored in all sorts of out-of-the-way places, and will also serve to encourage the making of further collections.

This collection of buildings will start the Normal School well in the advanced work which is demanded in the preparation of teachers for the public schools of the state whose standards are and must be always advancing.

PLANT FOR HEAT, LIGHT AND POWER.

County Contest.

The faculty offer a cash prize of twenty-five dollars to the teacher presenting the best exercise, and send to the county association from which this teacher comes a sterling silver loving-cup, to be held one year as a trophy.

Each county teachers' association is asked to take its own method of selecting the best teachers' meeting exercise of more than 2000 words by a teacher holding a certificate above a third grade. The paper is to be sent to the Normal faculty by April 15, with the assurance that the author will come to Emporia to present it early in June, if selected as one of the best five.

The contest of last June was won by Miss Jennie Davy, of Harper county, and the cup remains with that county until next June, when it is returned for another contest.

COUNTY CONTEST CUP.

Societies.

The literary societies are valuable adjuncts of the School. New students are cordially invited to their meetings and to unite with some one of them. All regular students in the Normal department and in the advanced classes of the music department are eligible to membership in the Lyceum, Belles Lettres, Philomathian, Literati, and the Oratorical Association. The members of the A and the special classes and the Model School are eligible to membership in the Amasagacian Society. The membership in each of the first four is limited by the Board of Regents to 160; their meetings are held on Friday evenings; the Amasagacian, on Friday afternoons; and the Oratorical Association, at the call of its president. The Alpha Senate, composed of gentlemen, and the Omega Society, of ladies, meet on Saturdays, and devote themselves to practice in debate. The Young Men's and the Young Women's Christian Associations hold devotional meetings each Sunday. For further information about any of these organizations, ask some member.

THE EURIDICE CLUB is an organization composed of young ladies in the institution who have already attained considerable skill as vocalists, and is limited to thirty members.

THE ORPHEUS CLUB is an organization composed of young men who have already attained proficiency in a vocal way and who are more or less independent singers.

These two organizations are under the leadership of the director of music. Students who may desire to join either of them should consult Professor Boyle as early as possible after entering school.

THE NORMAL ORCHESTRA is composed of students who are skilled in the use of orchestral instruments, and is under the leadership of the teacher of stringed instruments. All students interested in it are invited to meet Mr. Blair early in the first week and enroll their names.

The various organizations of the School are placed upon a business basis, and they all afford good opportunities to learn the art of cooperation and to become familiar with the ways of doing things in practical life.

The last June debate was won by the Belles Lettres Society, represented by M. T. Barnett and Henry Bolz; the December debate of the current year, by the Literati Society, represented by Clay Marks and Oscar C. Hull.

The prize in the last declamation contest was won by Lucy Traylor, of the Literati Society.

The prize in last essay contest was won by the Lyceum Society,

represented by Georgia Hoss. Second place was given to the Philomathian Society, represented by Ethel Mooney.

The prize in last contest in vocal music was won by the Lyceum Society, represented by Jane Lewis. Second place was given to Belles Lettres Society, represented by Gussie Van Lanningham.

The prize in last contest in piano solo was won by the Belles Lettres Society, represented by Agnes Kepple. Second place was given the Literati Society, represented by Marguerite Rowland.

Up to the close of the calendar year 1905, the total number of points to the credit of each society, under the present plan of carrying forward totals of credits for the possession of the Williams trophy, is:

Belles Lettres	35
Literati	23
Lyceum	19
Philomathian	16

WILLIAMS TROPHY FOR SOCIETIES.

KANSAS STATE NORMAL SONG.

WAVE THE OLD GOLD.

Words by D. A. ELLSWORTH. *Music by* C. A. BOYLE.

Golden the sunflowers on Kansas hills,
And golden the sun's first beams;
Goldenrod nodding beside the rills,
And golden the sunset gleams;
Golden the fields where groweth the grain,
God's goodly gift unto men;
Golden the banner that knoweth no stain,
That waives above K. S. N.

CHORUS.

Wave! Wave! Wave! Wave!
The banner of gold unfold;
Over the prairies of Kansas we 'll wave
The beautiful banner of gold.

Golden the corn on the prairies we love,
And golden the wealth of the mine;
Golden the beautiful city above,
And golden the home lights shine;
Golden the rule that the Good Book gives,
God's goodly guide unto men;
Golden the truth forever that lives,
The watchword of K. S. N.

CHORUS.

Wave! Wave! Wave! Wave!
The banner of gold unfold;
Over the prairies of Kansas we 'll wave
The beautiful banner of gold.

High schools desiring to learn this song and tune will receive gratis cardboard copies of the words to a number as high as one for every two students in the singing room.

FIELD, FOREST AND STREAM NEAR EMPORIA.

The Library.

As stated in another place, the library has moved into a handsome and commodious new building. It contains nearly 16,000 volumes of choice books, most of them selected with special reference to the needs of the School. The list embraces a fine line of cyclopedias, lexicons, gazetteers, and educational reports; works on the theory, the art and the history of education; and standard works on history, literature, science, philosophy, etc. In books dealing with the teacher's profession it is especially strong, effort being made to include all phases of the theory, practice and history of education. The Plumb collection of public documents is proving a valuable feature for historical students. Students have free access to all of the books, under such restrictions as will insure proper care. No one thing is more imperative in the education of teachers than a good professional library. In selecting a school in which to secure an education, young men and women should not forget this feature of the State Normal School.

The printed matter issued by the Normal School gives from time to time lists of books as used by the various departments, and adds reference numbers to show how they can be found on the shelves, and adds also information for other libraries desiring to purchase.

Pedagogy, music and manual training are departments that have heretofore been catalogued in this way, and printed matter containing any one of these lists will be furnished on application.

The catalogue of books given here will be self-explaining in the light of the above statements.

History.

AUTHOR-TITLE LIST.—Call number, title, and author, or author and title, followed by publisher and price-list. Special price is given when list price was inaccessible.

ARRANGED AS FOLLOWS:

Subject.	*Dewey Class No.*
History in general	900–909
Ancient history—Greek, Roman, oriental	930–939
Medieval and modern history—Europe	940
English	942
(See Kansas State Normal Curriculum Number, 1904–'05.)	
Germany and Austria	943

Subject.	*Dewey Class No.*
France, Italy, and Spain	944-946
Russia, Norway, and minor European countries	947-949
Asia	950
Africa	960
North America—Canada, United States, and Mexico	970-979
South America and Oceanica	980-990

Key to Abbreviations of Publishers' Names, with Addresses.

Allyn	Allyn & Bacon, 172 Tremont st., Boston.
Am. Bk.	American Book Company, 100 Washington sq. E., New York.
Appleton	Appleton, D. & Co., 436 Fifth ave., New York.
Armstrong	Armstrong, A. C. & Son, 3-5 W. 18th st., New York.
Arnold	Arnold & Co., 418-422 Sansom st., Philadelphia.
Bardeen	Bardeen, C. W., 406 S. Franklin st., Syracuse, N. Y.
Barnes	Barnes, A. S. & Co., 156 Fifth ave., New York.
Bill, Henry	Bill, Henry, New York.
Burt	Burt (A. I.) Company, 52-58 Duane st., New York.
Butler	Butler, Sheldon & Co. (see American Book Company).
Callaghan	Callaghan & Co., 114 Monroe st., Chicago.
Camb. Univ	Cambridge University Press, Cambridge, England.
Case	Case, O. D. & Co., Hartford, Conn.
Century	Century Company, 33 E. 17th st., New York.
Chapman	Chapman, J., 915 Pennsylvania ave., Washington, D. C.
Chic. Univ.	Chicago University Press, Chicago.
Clark	Clark, A. H., Garfield building, Cleveland, Ohio.
Clive	Clive, W. B., 157 Drury Lane, W. C., London, England.
Coates	Coates, Henry T. & Co., 919 Walnut st., Philadelphia.
Crane	Crane & Co., Topeka, Kan.
Crowell	Crowell, T. Y. & Co., 426 W. Broadway, New York.
Dodd	Dodd, Mead & Co., 372 Fifth ave., New York.
Dominion	Dominion Company, 328 Dearborn st., Chicago.
Doubleday	Doubleday, Page & Co., 133-137 E. 16th st., New York.
Dutton	Dutton, E. P. & Co., 31 W. 23d st., New York.
Edgewood	Edgewood Publishing Company, Philadelphia.
Edrehi, M	Edrehi, M., London, England.

Educ. Pub.....	Educational Publishing Company, 50 Broomfield st., Boston.
Eldredge	Eldredge & Bro. (see Hinds, Noble & Eldredge).
Equity Series....	Equity Series (C. F. Taylor), 1520 Chestnut st., Philadelphia.
Estes.....	Estes, Dana & Co., 208-218 Summer st., Boston.
Fenton	Fenton, Daniel, Trenton, N. J.
Funk.....	Funk & Wagnalls Company, 44 E. 23d st., New York.
Ginn	Ginn & Co., 29 Beacon st., Boston.
Globe.....	Globe School Book Company, 5 E. 16th st., New York.
Hamilton.....	Hamilton, C. K. & Co., Lebanon, Ohio.
Harper.....	Harper & Brothers, Franklin sq., New York.
Heath.....	Heath, D. C. & Co., 120 Boylston st., Boston.
Hinds	Hinds, Noble & Eldredge, 31-35 W. 15th st., New York.
Holt.....	Holt, Henry & Co., 29 W. 23d st., New York.
Home	Home Publishing Company, 3 E. 14th st., New York.
Hopkins.....	Johns Hopkins Press, Baltimore, Md.
Houghton	Houghton, Mifflin & Co., 4 Park st., Boston.
Hubbard.....	Hubbard, H. S., Santa Monica, Cal.
Keystone.....	Keystone Publishing Company, 19th and Brown sts., Philadelphia.
Laughlin, J.....	Laughlin, Julian, St. Louis, Mo.
Lee.....	Lee & Shepard, 202 Devonshire st., Boston.
Legal Adviser ...	Legal Adviser Publishing Company, 92 La Salle st., Chicago.
Lippincott.....	Lippincott (J. B.) Company, Washington sq., Philadelphia.
Little, B.....	Little, Brown & Co., 254 Washington st., Boston.
Longmans	Longmans, Green & Co., 91-93 Fifth ave., New York.
Lothrop	Lothrop Publishing Company, 530 Atlantic ave., Boston.
Lovell.....	Lovell, A. & Co. (see Simmons, P. P.)
McClurg.....	McClurg, A. C. & Co., 215-221 Wabash ave., Chicago.
McDonough	McDonough, Joseph, 39 Columbia st., Albany, N. Y.
McKay.....	McKay, David, 1022 Market st., Philadelphia.
Macmillan.....	Macmillan Company, 66 Fifth ave., New York.
Maynard	Maynard, Merrill & Co., 44 E. 23d st., New York.
Meth. Bk.....	Methodist Book Concern, 150 Fifth ave., New York.
Morse.....	Morse Company (see Silver, Burdett & Co.)
Murray.....	Murray, John, Albemarle st., London, England.

National..... National Publishing Company, 241 S. American st., Philadelphia.
New Eng..... New England Publishing Company, 211 Pemberton bldg., Boston.
Nichols..... Nichols, C. A. & Co., Springfield, Mass.
Old South Meeting House, Old South Meeting House, Boston.
Outlook ..... Outlook Company (see Macmillan Company).
Oxford..... Oxford University Press, 91-93 Fifth ave., New York.
Pacific Press .... Pacific Press Publishing Company, Oakland, Cal.
Page..... Page, L. C. & Co., 200 Summer st., Boston.
Parsons ..... Parsons, H. B., 105 Hudson ave., Albany, N. Y.
Penn. Univ..... Pennsylvania, University of, Philadelphia.
Phila. Nat. Pub. Co. (see National Publishing Company).
Pott..... Pott, James & Co., 119 W. 23d st., New York.
Presb. Bd..... Presbyterian Board of Publication, 1319 Walnut st., Philadelphia.
Pub. Sch. ..... Public School Publishing Company, Bloomington, Ill.
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Milton.—Samson Agonistes.
Mace.—History of a Mouthful of Bread.
Phelps.—A Singular Life.
Phillips.—Toussaint L'Ouverture.
Parton.—Jefferson.
" Life of Jefferson.
Pierson.—Crisis of Missions.
Ropes.—Life of Napoleon.
Scott.—Bride of Lammermoor.
" Kenilworth.
" Kenilworth.
Shakespeare.—Merchant of Venice.
" Love's Labor Lost.
Schiller.—Maid of Orleans.
Shelley.—Skylark.
Sumner.—True Grandeur of Nations.
Stanley.—Life of Arnold.
Swinton.—Rambles among Words.
Taft.—History of American Sculpture.
Taylor.—Northern Travel.
Tennyson.—The Princess.
" Enoch Arden.
" Ode on Wellington.
Thwing.—History of the Family.
Tyndall.—Forms of Water.
Wordsworth.—Michael.
Warner.—My Summer in a Garden.
Watson.—Beside the Bonnie Brier Bush.
Whittier.—Tent on the Beach.
Walker.—Making of a Nation.

Third Year.

Small list, because of library work in recitation subjects of these classes.

Æschylus.—Antigone.
Adams.—Mediæval History.
Agassiz, Elizabeth.—Life and Letters of Agassiz.
Arnold.—Light of the World.
Bax.—French Revolution.
Bowne.—Principles of Ethics.
Browning.—Death in the Desert.
" Pippa Passes.
" Rabbi Ben Ezra.
" Saul.
Bryce.—Holy Roman Empire.
Burke.—Reflections on French Revolution.
Clark.—Dominant Seventh.
Clodd.—Story of Creation.
Coleridge.—Remorse.
Cowper.—Task.
Dante.—Divina Commedia.
Drummond.—Greatest Thing in the World.
Eliot.—Adam Bede.
Goethe.—Iphigenia in Taurus.
" Travels in Italy.
Gordon.—Witness to Immortality.
Guizot.—History of Civilization.
Hadley.—The Education of the American Citizen.
Hamerling.—Aspasia.
Hawes.—Music and Morals.
Hawthorne.—House of Seven Gables.
" Scarlet Letter.
Hugo.—Les Miserables.
Hurst.—History of Reformation.
Jameson.—Sketches of Art.
" The Madonnas.
Keats.—Eve of St. Agnes.
Kingsley.—Hypatia.
Kouns.—Arius, the Libyan.
Lecky.—Four Phases of Morals.
Lodge.—English Colonies in America.
" Modern Views on Electricity.
Longfellow.—Christus.
" Hyperion.
" Michael Angelo.
Lowell.—My Study Windows.
Macdonald.—Annals of a Quiet Neighborhood.
" Robert Falconer.
Mackenzie.—History of the Nineteenth Century.
Milton.—Hymn on the Nativity.
" Paradise Lost.
" Samson Agonistes.
Muller.—Auld Lang Syne.
Mulock.—John Halifax.
Muirhead.—The Land of Contrasts.
Pierson.—New Acts of the Apostles.
Plato.—Best Thoughts.
Prescott.—Conquest of Mexico.
Rader.—The Elegy of Grief.
Richards.—Melody.
Ruskin.—Seven Lamps of Architecture.
Sargent.—Horatian Echoes.
Seebohm.—The Oxford Reformers.
Seeley.—Ecce Deus.
" Ecce Homo.
Shakespeare.—Hamlet.
" Lear.
" Macbeth.
" Midsummer Night's Dream.
" Othello, Twelfth Night.
" Romeo and Juliet.
" Tempest.
Smith.—Prophets of Israel.
Stearns.—Real and Ideal in Literature.
Stuckenberg.—Age and the Church.
Taylor.—Goethe's Faust.
Tennyson.—Idyls of the King.
" In Memoriam.
Thackeray.—Henry Esmond.
" Vanity Fair.
Thoreau.—Winter.
Plato.—Phædo.
" Republic.
Van Dyke.—Sermons to Young Men.
Wilson.—The State.
Wordsworth.—Intimations of Immortality.

Reading-room.

Our tables are liberally supplied with periodicals adapted to the general as well as to the special wants of the pupils. The publishers of the following papers have kindly placed the School upon their regular mailing list:

DAILIES.

Capital, Topeka.
Congressional Record, Washington, D. C.
Gazette, Emporia.
Globe-Democrat, St. Louis, Mo.
Herald, Topeka.
Journal, Kansas City, Mo.
Journal, Lawrence.
Journal, Topeka.
Kansan-Republican, Newton.
News, Hutchinson.
Record-Herald, Chicago.
Star, Kansas City, Mo.
Times, Emporia.
Times, Kansas City, Mo.
Tribune, New York.
World, Lawrence.

WEEKLIES AND MONTHLIES.

Advance, Walnut.
Advocate, Yates Center.
Advocate of Peace, Boston.
Agriculturist, Wamego.
American Art Journal, New York.
American Economist, New York.
American Education, Albany, N. Y.
Anchor, Axtell.
Baker Orange, Baldwin.
Bee, Bison.
Bethany Messenger, Lindsborg.
Chief, Troy.
Chieftain, La Crosse.
China's Millions, Toronto, Can.
Chronoscope, Larned.
Citizen, Howard.
Clipper, Ashland.
Columbia University Quarterly, N. Y.
Comet, Courtland.
Commercial, Cedarvale.
Courant, Howard.
Courier, Kingman.
Courier, Norton.
Democrat, Abilene.
Democrat, Great Bend.
Democrat, Marysville.
Democrat, McPherson.
Dispatch, Clay Center.
Dispatch, Phillipsburg.
Echo, Woodston.
Electrical Review, New York.
Enterprise, Alma.
Enterprise, Randolph.
Etude, Philadelphia, Pa.
Evangel, Chicago.
Farmers' Advocate, Topeka.
Freeman, Belleville.
Freeman, McPherson.
Free Baptist, Minneapolis, Minn.
Free Press, Colby.
Free Press, Hays City.
Free Press, Osage City.
Gazette, Augusta.
Gazette, Beloit.
Graduate Magazine, Lawrence.
Greeting, Americus.
Headlight, Marion.
Herald, Burr Oak.
Herald, Clyde.
Herald, Eureka.
Herald, Fredonia.
Herald, Humboldt.
His Steps, Lawrence.
Independent, Burlington.
Independent, Wa Keeney.
Independent-Review, Garnett.
Index, Valley Center.
Industrialist, Manhattan.
Journal, Garnett.
Journal, Newton.
Journal, Salina.
Journal, Smith Center.
Journal of Osteopathy, Kirksville, Mo.
Journal of Geography, Lancaster, Pa.
Kansas Children's Home Finder, Topeka.
Kansas Educator, Hutchinson.
Kansas Farmer, Topeka.
Kansas Issue, Topeka.
Leader, Cottonwood Falls.
Leader, Meriden.
Ledger, Cawker City.
Ledger, Meriden.
Literary News, New York.
Lookout, Cincinnati, Ohio.
Madisonian, Madison.
Messenger, Eureka.
Mirror, Kensington.
Mirror, Olathe.
Missionary Link, New York.
Missionary Tidings, Indianapolis, Ind.
Modern Light, Columbus.
Monitor-Press, Wellington.
Music Trade Review, Philadelphia, Pa.
Neglected Arabia, New York.
News, Admire.
News, Hays City.
News, Marysville.
News, Ness City.
News, Republic City.
News, St. John.
News, Thayer.
Palladium, Hoxie.
Pioneer, Smith Center.
Public Opinion, Osage City.
Record, Erie.
Record, Lyndon.

WEEKLIES AND MONTHLIES.

Record, Marion.
Record, Stockton.
Recorder-Tribune, Holton.
Recorder, Westmoreland.
Reformer, Russell.
Register, Great Bend.
Register, Iola.
Register-Republican, Washington.
Reporter, Ellsworth.
Republic, Mound City.
Republican, Burlington.
Republican, Council Grove.
Republican, El Dorado.
Republican, Jetmore.
Republican, Fort Scott.
Republican, Hays City.
Republican, McPherson.
Republican, Onaga.
Republican, Paola.
Republican, Wathena.
Review, Moline.
School and Fireside, Hutchinson.
School News and Prac. Ed., Chicago.
School Physiology Journal, Boston.
Signal, Greensburg.
Signal, Holton.
Star, St. Marys.
Star, Williamsburg.
Star and Kansan, Independence.
Sun, Blue Mound.
Sun, Parsons.
Sun, Kelseyville, Cal.
Sunflower, Eureka.
Sunflower, Wichita.
Telegraph, Waterville.
Times, Beloit.
Times, Chanute.
Times, Clay Center.
Times, Downs.
Times, El Dorado.
Times, Wamego.
Times, Westphalia.
Torch of Liberty, Mound City.
Tribune, Colby.
Tribune, Kensington.
Tribune, Olathe.
Tribune, Seneca.
Union, Pratt.
Union, Salina.
Valve World, Chicago.
Vanguard, St. Louis.
Voice of Missions, New York.
Western Advocate, Mankato.
Western Herald, Jetmore.
Woman's Missionary Friend, Boston.
World, Hiawatha.

ADDITIONAL PUBLICATIONS.

In addition to the above, the following papers and periodicals are regularly received:

American Economic Association, New York.
American Journal of Psychology, Worcester, Mass.
American Naturalist, Chicago.
American School Board Journal, New York.
American Primary Teacher, Boston.
Annals of the American Academy of Political and Social Science, Philadelphia.
Arena, Boston.
Atlantic Monthly, Boston.
Bay View Magazine, Detroit, Mich.
Birds and Nature, Chicago.
Booklovers' Magazine, Philadelphia.
Bookman, New York.
Business Educator, Columbus, Ohio.
Canadian Magazine, Toronto.
Century, New York.
Chautauquan, Meadville, Pa.
Collier's Weekly, New York.
Contemporary Review, London.
Country Life in America, New York.
Critic, New York.
Current Literature, New York.
Die Woche, Berlin, Germany.
Education, Boston.
Educational Review, New York.
Elementary School Teacher, Chicago.
Forum, New York.
Good Housekeeping, Springfield, Mass.
Harper's Bazar, New York.
Harper's Monthly, New York.
Harper's Weekly, New York.
House Beautiful, Chicago.
Independent, New York.
Johns Hopkins University Studies in Political and Historical Science, Baltimore.
Journal of Education, Boston.
Journal of Pedagogy, Ypsilanti, Mich.
Kindergarten Review, Springfield, Mass.
Ladies' Home Journal, Philadelphia.
Leslie's Weekly, New York.
Library Index, New York.
Library Journal, New York.
Literary Digest, New York.
Little Folks, Salem, Mass.
McClure's Magazine, New York.
Mail and Breeze, Topeka.
Manual Training Magazine, Chicago.
Mind and Body, Milwaukee.
Modern Housekeeping, Boston.
Monist, Chicago.
Musician, Philadelphia.
Nation, New York.
National Geog. Mag., Washington, D. C.
New England Magazine, Boston.
Nineteenth Century, London.
North American Review, New York.
Our Times, New York.
Outing, New York.
Outlook, New York.
Overland Monthly, San Francisco.
Pedagogical Seminary, Worcester, Mass.
Perry Magazine, Malden, Mass.
Poet Lore, Boston.
Political Science Quarterly, Boston.
Popular Science Monthly, New York.
Primary Education, New York.
Public Libraries, Chicago.
Public Opinion, New York.

ADDITIONAL PUBLICATIONS.

Publishers' Weekly, New York.
Readers' Guide to Periodical Literature, Minneapolis, Minn.
Review of Reviews, New York.
St. Nicholas, New York.
Saturday Evening Post, Philadelphia.
School and Home Education, Bloomington, Ill.
School Journal, New York.
School Music Monthly, Keokuk, Iowa.
School Review, Chicago.
Science, New York.
Scientific American, New York.
Scribner's Magazine, New York.
Success, New York.
System, Chicago.
Teachers' Magazine, New York.
Times, London.
Western School Journal, Topeka.
World's Work, New York.
Youth's Companion, Boston.

Hospital Fund.

Experience has demonstrated the great advantage of having a trained nurse in connection with a large institution of learning. A little wise counsel and early attention to slight indispositions often prevent serious illness. In every case of sickness a wise and sympathetic nurse is almost as important as a skilled physician. The Regents authorize the employment of a hospital matron who shall be a trained nurse, and whose special duty it shall be to look after the hygienic condition of the premises where students room, to advise and counsel with students in poor health, and to nurse and care for such sick students as may be needing assistance. Two emergency rooms have been fitted up in the main building. To meet the expense of this service, each student is asked to pay the sum of fifty cents for the regular school year or any part thereof. This provision has met with generous approval on every hand, and it has greatly improved the general health and comfort of the students.

Board and Rooms.

1. Take plenty of time to satisfy yourself that you have found the room and location you wish.

2. Quiet rooms, well ventilated and properly heated, are necessary for successful study.

3. The attractive room is not the room filled with rich furniture, but rather that one which is scrupulously clean and tidily kept. It is no excuse for untidiness that it is occupied by boys. If they have not already learned to keep a room in order, it is certainly time to begin. No student should be willing to rent a room which is not clean, fairly well furnished, and well lighted. He ought to keep it so, and to expect that his landlady shall do her part also. A room that is fit to live in at all is worth keeping in order. A student's living-room is usually a revelation of the kind of a school-room he will be content to work in.

4. A walk of eight or ten blocks back and forth each day is conducive to good health, and on this account many take rooms at even a greater distance.

5. Test the drinking water, and satisfy yourself concerning the

HOSPITAL BUILDING.

ASSEMBLY ROOM WITH PATRIOTIC DECORATION.

hygienic conditions of the premises. If surface-water lies about or runs into cellar or cistern or well, the place is unhealthy and the rent is dear at any price.

6. In all cases, ladies should make arrangements for receiving their callers in the family parlor. Young ladies should not rent rooms in houses unoccupied by a family, without the express permission of the President of the faculty. The rules do not permit the reception of gentlemen in ladies' bedrooms.

7. That there may be no misunderstanding, it is always better to enter into a written contract. All items of importance should be specifically mentioned in it. Be careful to note:

(*a*) Whether the contract includes light and fuel.

(*b*) Whether the rate is for the school month, or the calendar month.

(*c*) Exactly when the time begins and ends.

(*d*) Whether payment is to be made in advance, or at end of each month.

(*e*) For what causes money will be refunded.

(*f*) What notification must be given by either party to cancel contract.

8. In case a change is contemplated, longer notice than the contract calls for should be given, if possible, and, in general, the aim should be to do better than is promised rather than as little as the contract allows.

General Memoranda.

The following miscellaneous memoranda should be noted and the suggestions carefully followed:

1. Library hours, practically all daylight hours, except Sunday; also week-day evenings when there is no meeting of general interest to students.

2. Conversation is not permitted in the reading-room or library at any time.

3. No books, papers or other articles should be removed from any room without permission of owner or of proper authority.

4. During their vacant hours, students remain in some designated room.

5. Loitering or loud talking in the halls or cloak-rooms is forbidden.

6. All books, wraps, hats, caps, overshoes, umbrellas, etc., should be plainly marked with the name of the owner.

7. The city residence of every student should be on file at the office. *If a change is made, it should be reported in writing to the office at once.*

8. Every case of sickness should be promptly reported to the class teacher and to the resident nurse.

9. In passing to and from all classes, keep to the right, in single file, and refrain from conversation throughout the entire route.

10. Students are required to attend classes regularly, and to be present at all general exercises unless excused by the President.

11. Reasons for tardiness and absence are to be presented before entering classes again. If excused, the lessons can be made up on the first or second day following the absence; if a written request for further time be presented, and the teacher retain it, you will understand that the time is extended until the following Monday.

12. Reasons for absence on account of sickness should be reported to the head nurse. Reasons for absence from a single class should be presented in writing to the teacher of that class. Other reasons for absence from classes or general exercises must be reported to the financial secretary. Excuses, when signed by these officers or by the President, should be presented as required in No. 11 above, and then filed in room No. 53 or at the office.

13. Seven unexcused absences from any class or required exercise are sufficient to suspend a student from school.

14. For the Friday evening meetings of the literary societies in the months of September, October, April, May, and June, the doors close at 8 P. M.; during the rest of the school year, at 7:30 P. M.

15. Students desiring to drop any subject must secure the written consent of the President.

16. The first electric bell is a warning bell only; the second dismisses classes and students who may be waiting in the library or assembly-room; the third should find every student in the place he is to occupy for the hour. Students not in recitations should not begin to whisper or to move about until the second bell rings. But one bell rings at close of recess, and should find everybody in his or her place.

17. All students should have respect to the time and to the study hours of their fellow students, and should refrain from making frequent or prolonged visits. Every student should plan to spend his evenings in his own room, and, unless detained at some meeting or entertainment, he should have perfect quiet in his room after ten P. M. each evening.

18. Of course, no student will visit questionable places of amusement, or engage in betting or in games of chance where money or other valuables are stakes.

19. Thoughtful young people preparing to teach will readily see the propriety of respecting the Sabbath, even though no formal requirement is made as to any specific duty on that day.

20. In bringing money for use during school, it is always safer to buy a draft or a post-office or express money-order.

21. Students should not leave money or valuables in their rooms.

22. Students losing or finding articles of any kind should promptly report the fact to the general office verbally or in writing, with the exception that text-books found may be sent directly to the department in which they are used.

23. Please notify your correspondents of your street number and ask them to direct your mail to it. All mail received in the care of the Normal will be returned to the post-office after full direction for city residence is added.

24. Bicycles may be left during school hours inside the south basement corridors. Bicycle riders should note that the ordinances of the city of Emporia forbid riding at a high rate of speed and forbid riding on sidewalks. They require that the bell shall be rung on approach of teams, and also at crossings, when pedestrians should be warned. They also require that a lighted lamp shall be carried on bicycles used after dark.

25. It is the sense of the faculty that students should not keep firearms in their rooms nor use them while in school, and that we shall hold students responsible in case firearms are found in their possession.

26. The ordinances of the city of Emporia prohibit ball throwing or general playing on the sidewalks, streets, and alleys.

27. Attention is called to the state law forbidding the marking, defacing or destruction of public property.

28. In all things strive to follow that course which will promote order and increase the efficiency of the School.

29. Students are advised to bring their old text-books with them, as they will be useful for reference.

30. The purchase of second-hand books is objectionable, unless the purchaser buys directly from the previous user, and can thus learn the history of the book. At Emporia the Christian associations of the main school conduct a second-hand book market in the building at the close of each term and serve students without charge to either seller or buyer.

Amusements.

Good health is essential to successful study. One or two hours' exercise each day in the open air or in the gymnasium should be taken by every student as scrupulously as he takes his meals. To get the best results, the exercise should be of such a character that all thought of books or of work will be cast aside and the pleasure of the exercise be its own reward. Outdoor games and sports, such as named elsewhere, combine recreation and pleasure

in such a way as to provide the most desirable amusement for young men and women who spend the principal part of their time at the study table or in the laboratory.

While all of this is true, we have ever recognized the indoor social life of an institution of learning as one of the most potent factors for the development of ideal manhood and womanhood. No student can afford to become a recluse, and shut himself in his room all of his time. Some of the rarest geniuses the world has ever seen have been so utterly lacking in social culture and in the commonest courtesies of every-day life, that their usefulness was almost entirely destroyed. The prospective school-teacher, of all classes of students, cannot afford to neglect social life. The best results do not come from association with a little coterie of friends, whether of two or three or of a dozen, but rather from mingling with many people and from coming in contact with a variety of spirits. Selfishness almost as surely develops in the former case as though one were to live alone. Neither do the best results come from spending much time in playing parlor games of the class so popular in many communities. Many of these games are innocent enough, and for occasional diversion have their place in every home, but as a daily recourse are to be deplored.

There are some amusements, however, such as card-playing, which are recognized even by habitual players as hardly in accord with the ideal which is commonly held up for the schoolmaster, and very few school boards are willing to employ teachers who have a reputation for such games. But whatever their views in a general way, they concede that the student ought to find recreation in other lines. There are so many delightful ways of entertaining a company of friends, that it does not seem necessary to resort to any of the few amusements about whose propriety there is a question.

Students will not find it to their advantage to spend many evenings during the year at places of amusement in the city, such as billiard-halls and bowling-alleys. As men and women of national reputation are announced, the opportunity ought to be improved, if time and place permit, but the main purpose in attending the School should never be subordinated to amusements of any kind.

While the School does not pretend to lay down any specific rules concerning such matters, it expects students to respect its attitude as expressed in the foregoing.

Ventilation and Temperature.

Study rooms should be provided with stoves early enough in the fall for light fires as the cool evenings appear. Many students lay the foundation for serious trouble by studying, for only an hour or two, in cold or damp rooms. It is also wise to be in no haste about

taking down stoves in the spring. The best authorities name 68° to 70° F. as the proper temperature for study and recitation rooms.

It is of vital importance not only that living-rooms should be properly heated and ventilated, but that the recitation-rooms should be equally as free from foul air and extremes in temperature. Every member of the faculty will be under obligations to you if you will notify him promptly in case the air in his room becomes impure, the temperature too high or too low, or the draft too strong. It often happens that in seating a class some students who are more sensitive to drafts than others are placed in a current of air. An exchange of chairs will at once be arranged if you will kindly request it of your teacher.

Defective Vision or Hearing.

It is important that every student should know whether he is defective in vision or hearing. Perhaps half of any company of young people that come together anywhere are more or less defective in one or both. As a result, nervousness and headache are common, particularly from defective eyesight, in home study and in the schoolroom. The physical suffering is often deplorable, the more so as it usually is so easily prevented. All defective in either sense should notify their teachers as they enter a class, so that they may be assigned to seats where they can without effort see work on the blackboard and hear students and teachers talk. Failure to see the written work or to hear distinctly is often the real cause of failure in a subject, and no student can afford to spend his time in a class when hampered in this way. Even though the defect may be slight, he may do himself and his teacher an injustice in neglecting to mention it.

It sometimes happens that muscular control in arm or vocal cords is so deficient that a student can accomplish little in penmanship, drawing, or vocal music, and students will be excused from the regular classes on certificates to that effect, though it must not be forgotten that those subjects, judiciously pursued, may be needful for the development of that very control.

Sickness.

As stated elsewhere, all cases of sickness causing absence from classes should be reported promptly to the class teacher and to the office of the resident nurse. Much embarrassment is frequently caused by the failure of a student to consult with his class teacher before engaging a physician. Even a slight indisposition may soon prove a serious matter, and competent treatment is always the safer course. The change from an active to a sedentary life often produces serious disorders, and no student can afford to be careless or indifferent concerning them. Remember the *ounce of prevention.*

Contagious Diseases.

It is important that particular care should be exercised where a contagious disease is suspected. Care in this matter may not only prevent serious results to the student, but may save much trouble to his classmates and to the community. No student afflicted with any contagious disease should go to classes, to other students' rooms, to students' tables, or to public gatherings of any kind whatever, so long as there is the least possible chance of infection. In each case, before entering school again or entering any rooms in the Normal building, he should secure a written certificate from the city physician and a permit from the President of the faculty, or, in case he belongs to the Model School, from the principal of the same. In the more dangerous diseases, the regulations require an *interim* of ten days after the issuance of the physician's certificate before the permit to enter school can be given. All such certificates must show that proper care has been taken to fumigate premises and to remove every vestige of infectious material from body and clothing.

For the benefit of those who may be lacking in definite information concerning the symptoms of the more common contagious diseases, the following characteristics are inserted here:

Chicken-pox.—Itching and slight elevation of temperature, first symptoms; a little red spot and then a blister is the characteristic eruption; stomach trouble. For treatment, nothing but correction of stomach difficulties. Wait for the disease to run its course. Contagious; severe with grown people; isolate; one attack renders patient immune.

Diphtheria.—Symptoms: Throat trouble; chill; nausea; high fever; extreme prostration; weak pulse; membrane may extend over nasal pharynx; deposit on the mucous membrane in the nose and pharynx; fever. (What is considered as croup, especially what physicians call membranous croup, is liable to be diphtheria.) It may be carried in clothing, but the greatest danger is in the breath. Contagious until the room has been thoroughly fumigated. Isolate.

German Measles.—Rose-colored spots, from the size of a pin-head to that of three or four pin-heads. On the face, where these spots first appear and are most abundant, they do not flow together; low fever; a light grade of catarrh, with sneezing. Smaller glands enlarged behind ear. Symptoms much less severe than the corresponding symptoms of measles. Isolate.

Measles.—Sneezing and running of the nose and ordinary or rather severe cough should be regarded as measles, if that disease is epidemic. Symptoms most characteristic: Congested eyes; eye-

balls itching; light hurting eyes; inability to read without pain in the eyes; fever; rasping, low cough. The breaking out begins usually on the fourth day, mostly on the forehead and face at first. Can be seen in roof of mouth. Contagious from the very beginning. A pungent odor always. When scaling off, scales carried in clothing to others may communicate the disease. Attacks all ages. One attack does not always give exemption from another. Treat with a syrup to relieve cough, and drink cold water to bring out the eruption. Isolate.

Mumps.—Fever; soreness of the jaws; swelling of the glands at the base of jaws; pains in these glands when any acid, such as pickle or vinegar, is taken. Guard against taking cold. Contagious and infectious. Isolate.

Scarlet Fever.—Rise of temperature and very high fever (may begin with a chill); sore throat; rash, scarlet and very close together, appears about the end of the second day, begins on neck and spreads over face and chest; glands enlarge. Most severe with young children; the older the child the less eruption; contagious from the time the fever begins until the scaling ceases, forcible sometimes at onset; can be carried in clothing, especially in the stage of scaling; contagious until the room has been fumigated. Isolate. *Scarlatina.*—Has these symptoms in milder form, but should be regarded as scarlet fever.

Smallpox.—All who have not been vaccinated should protect themselves by vaccination. One of the most pronounced of the first symptoms is a severe backache and headache, with fever; spots arise with an indented blister on top; inside of each blister is water at first; in twenty-four hours the water of the blister turns to matter; contagious and infectious in almost all ways imaginable.

Whooping-cough.—It cannot be distinguished from an ordinary cold until the peculiar whoop appears; contagious in any stage, and a second or even a third or fourth attack may occur. Isolate.

So important does every well-regulated community consider attention to these diseases, that their regulation is usually formulated into law, with penalties for its violation. Of course, every good citizen wishes only to know the law, and then he cheerfully obeys.

The ordinances of the city of Emporia provide as follows:

"The board of health, under the direction of the city council, shall exercise a general supervision over the health of the city, with full power to take all steps and use all means necessary to prevent the introduction or the spreading of smallpox or any and all other malignant and contagious or infectious diseases within the limits of said city and within the surrounding territory within five miles of said limits, and it shall have power to quarantine against

premises containing any such infectious or contagious disease within said city or adjacent territory, and to fix rules and regulations under which persons may enter or leave such premises, the time during which said quarantine may remain effective. It shall be unlawful for any person to interfere with, remove, displace or destroy any notice or sign given or placed announcing quarantine, and it shall be the duty of every person to obey and observe all rules and regulations made and announced by said board.

"It shall be the duty of every physician in the city, or adjacent territory within five miles of its limits, to report to said board or some member thereof every case of smallpox or other contagious disease which said physician may be called upon to attend within said city limits or said adjacent territory within as short a time as possible, not exceeding twelve hours after said physician has made a diagnosis; and it shall be the duty of the head of every household within said city or said adjacent territory forthwith to report to the physician of said board or some member thereof every case of croup, membranous croup, smallpox and other contagious and infectious diseases which may be discovered by any member of said household, or any boarder or lodger therein, or any case of suspected contagious or infectious disease, immediately upon the discovery of such disease or of symptoms which might indicate such disease, in case no physician is employed.

"Any person violating any of the provisions of this ordinance shall be fined in any sum not less than $5 or more than $100 and the costs of the prosecution, and shall stand committed until such fine and costs are paid."

The physician of the board of health will, without charge, answer inquiries as to whether certain symptoms indicate a contagious disease, and will call at the premises if necessary, in answer to a request to do so. He is, of course, at liberty to charge for any treatment he is requested to give.

THE KANSAS
STATE NORMAL SCHOOL,

EMPORIA, KANSAS.

CURRICULUM NUMBER.

Vol. V, No. 4.

FEBRUARY, 1906.

STATE PRINTING OFFICE,
TOPEKA, 1906.
1411

Program, Fifth Ten Weeks,

BEGIN. A. M. April 2.	Room 34.	Room 49.	Room F.	Room 46.
8:10	Latin, 8.*		Meth., Primary.	Child Study.
8:25	Latin, 5.	Latin, 2.	General Meth.	Phil. of Ed.
8:40	Orthography.	Etymology.		Orthography.*
8:50	Latin, 1.	History of Ed.	Library Science.	Lit., Spec.
9:05	Latin, 3.	Latin, 4.	Library Man'g't.	Psychology, VI.
9:20	Physiology, IV.	Latin, 9.	Kindergarten Methods.	Psychology, IV.

BEGIN. A. M. April 2.	Room 48.	Room 55.	Room 27.	Room 75.
8:10	Lit. Crit., Course 1.	Rhetoric.*	Grammar.*	Grammar, Spec.
8:25	English Lit.	Rhetoric.	Grammar.	Physiology, Spec.
8:40		Orthoepy.*	Orthography.*	Spelling, Spec.
8:50	English Lit.*	Grammar.*	Physiology, VII.	Grammar, Spec.
9:05	Gram. Meth., p. m., 1st 5 weeks.	Rhetoric.	Grammar.	Physiology, Spec.
9:20	Lit. Crit., Course 3.	Rhetoric.*	Lit., Spec.	Grammar, Spec.

BEGIN. A. M. April 2.	Room 59.	Room 47.	Room 28.	Room 56.
8:10	Penmanship, Spec.	Arithmetic.*	Algebra, V.	Algebra, II.*
8:25	Bookkeeping and Penmanship.	Arithmetic.*	Algebra, II.	Arithmetic.
8:40		Arith. Methods, p. m., last 5 wks.	Orthography.	Orthography.
8:50	Bookkeeping, Spec.	Surveying.	Algebra, Spec.	Algebra, II.*
9:05	Mercantile Law.	Geometry.	Algebra, II.	Arithmetic.
9:20	Typewriting and Shorthand.	Arithmetic.*	Algebra, Spec.	Geometry.*

* First half.

The Arabic numerals after studies indicate the order in which the various terms of a subject should be taken; the Roman indicate the term in the course.

1905–'06 (April–June).

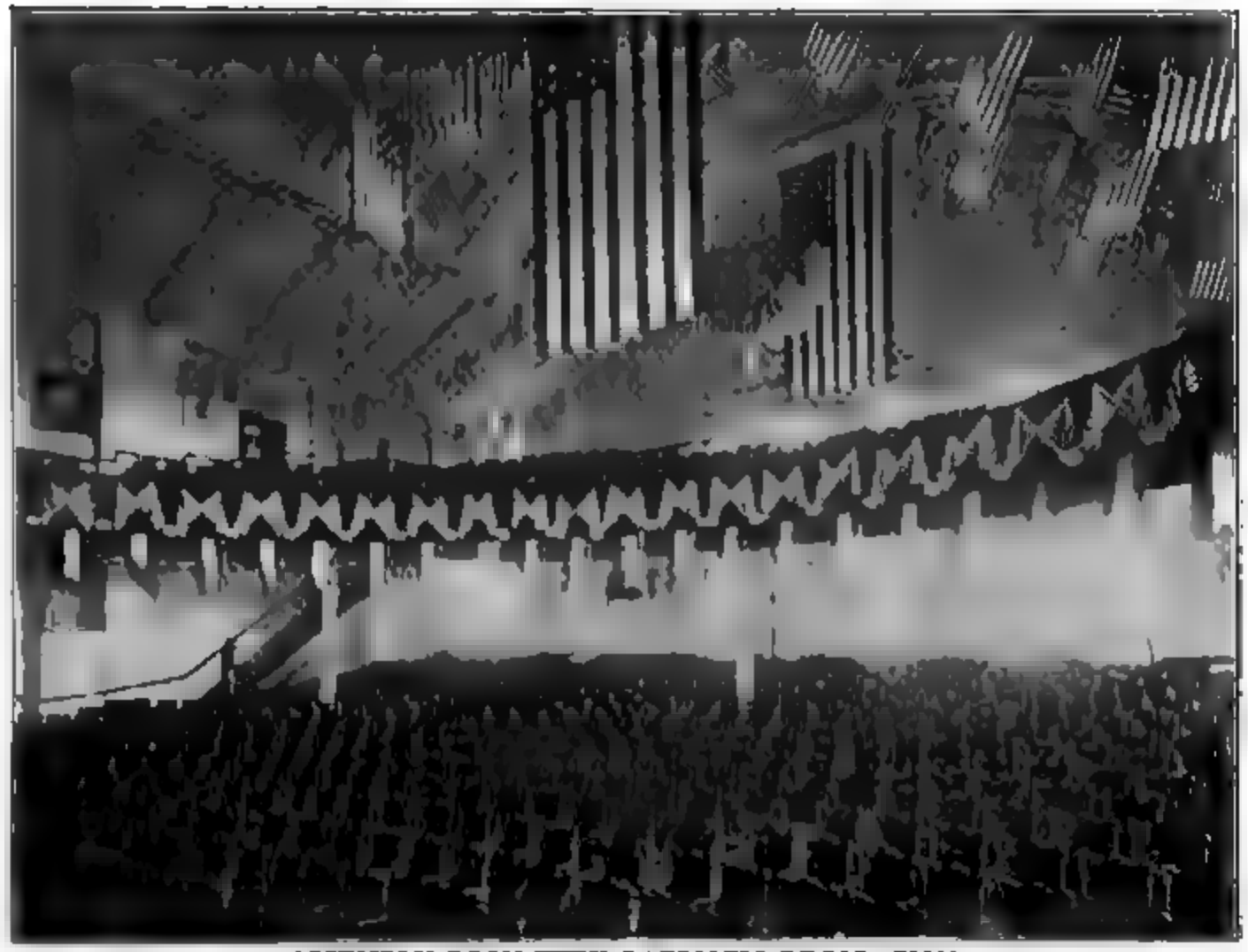
Room 39.	Room 57.	Room 54.	Room 74.	BEGIN, A. M. Regularly.
Sch. Law and Management.*	Political Economy.	Civil Law, Spec.	Reading, Spec.	8:10
U. S. History, Spec.	History, English.	Kansas History.	History,* Oriental.	8:55
Spelling, Spec.	Orthography.*	Hist. Methods, p. m., 1st 5 wks.	Spelling, Spec.	9:40
Sch. Law and Management.	History, English.	Kansas History.	Music, III.	10:20
Sch. Law and Management.	History,* Greek.	History and Law, Course 2.	Music, III.	11:05
Sch. Law and Management.*	History,* Roman.	History and Law,* Course 2.	Music, V.	11:50

Room 58.	Room 19.	Room 62.	Room 61.	BEGIN, A. M. Regularly.
German, 5.	Manual Tr., 6–8, Wood Carving.		Institute Hist. and Civics.	8:10
German, 2.	Arithmetic, Spec.	Manual Tr., Drawing.	Drawing.	8:55
Orthography.		Spelling, Spec.		9:40
German, 1.	Manual Tr., 3–5, Woodwork.	Drawing.*	Drawing.	10:20
German, 3.	Arithmetic, Spec.	Lit., Spec.	Drawing.	11:05
German, 2.*	Manual Tr., Clay Mod.	Drawing.*	Phys. Train., Theory.	11:50

Room 51.	Room 26.	Room 25.	Room 37.	BEGIN, A. M. Regularly.
Elocution.*	Botany.*	Physiology, Spec.	Geography, Spec. Pol.	8:10
Elocution.	Geology.	Chemistry.	Geography.	8:55
	Orthoepy.	Etymology.*	Geog. Methods, p. m., last 5 wks.	9:40
Elocution.*	Zoology.	Physics, IV.	Geography.*	10:20
Elocution.	Botany.	Chemistry, Adv.	Geography. Spec. Phys.	11:05
Oratory.	Botany.	Physics, V.	Geography.*	11:50

* First half.

The program shows what work is to be done, but is not to be understood as signifying that all the subjects in one room are to be taught by the same teacher.



ASSEMBLY ROOM WITH PATRIOTIC DECORATION.

Preface.

WE can present no introduction to a normal-school course of study more fitting than the following from Commissioner Harris:

"Many years ago I set myself to the work of studying the methods of schools for the training of teachers, having noticed the superiority of their graduates over those without professional education, both in furnishing skilled teachers and inspiring them with a professional zeal that causes them to improve for many years after entering the work of teaching. . . .

"The teacher who is to teach these elementary branches after graduation finds no work of preparation in the normal school half so valuable as this review of those branches in the light of more advanced studies. No work that is done in the secondary school—that is to say, the high school or academy—is an equivalent for the normal-school work done on the same studies. What is learned for the first time in the elementary or the secondary schools is learned as a step to what lies beyond. Thus, arithmetic is a step towards algebra, and geography a step towards the organic sciences, such as biology, geology, and ethnology. When the pupil has climbed to the studies beyond, he drops the elementary steps out of sight. Of course it follows that, in the high school or in the college, those lower branches are not reviewed in the light of the higher branches—arithmetic is not studied anew in the light of algebra and geometry; descriptive geography is not reviewed in the light of physical geography, botany, zoology, and geology; English grammar is not reviewed in the light of studies in Latin and Greek, or in philosophy and logic; nor the history of the United States seen in its relations to that of Great Britain and the continental nations of Europe.

"But the teacher needs precisely this reexamination of all his elementary branches in their relations to the higher studies that furnish them their rules and laws.

"It has happened that the American normal school has taken up just this work of review from the beginning, and has performed it well during the entire sixty years of its existence. . . .

"The higher the standard of preparation in the pupils who enter the normal school, the more profitable is this work of reviewing the lower branches in the light of the higher, and thus studying them constructively."

The Kansas State Normal School.

Life-certificate Course of Study.

First Year.

I.

1. Arithmetic.
2. Drawing.
3. Elocution.
4. Geography, *Phys.* and Polit.
5. Declamation.

II.

6. *Algebra* (1).
7. Botany (2).
8. English.
9. General History.
10. *Orthography.*

Second Year.

III.

11. *Bookkeeping* and *Penmanship** (1).
12. Rhetoric (8).
13. School Law and Management.
14. Parliamentary Law, American History and *Constitution* (9).
15. Vocal Music.*
16. Orthoepy (10).

IV.

17. Geometry (6).
18. *Literature* (12).
19. Methods* (22).
20. Physics.*
21. *Physiology.**
22. Psychology* (13).
23. Essay (5, 8).
    Methods, Common Subjects.

Third Year.

V (I, II).

24. Algebra* (6).
25. ORATORY.
26. Physics* (20).
27. PRIMARY METHODS.*
28. VOCAL MUSIC* (15).
29. Zoölogy (21).
30. Etymology (16).

VI (I, II, III).

31. CHEMISTRY (20).
32. Psychology (22).
33. HISTORY OF ART.*
34. Teaching (19).
35. TRIGONOMETRY* (24).
36. Oration (23).

Fourth Year.

VII (I, II, III, IV).

37. GEOLOGY (29).
38. History of Education.
39. Literary Criticism.*
40. PHYSIOLOGY.*
41. Political Economy.*
42. SURVEYING* (35).
43. Theme.

VIII (III, IV, V).

44. ASTRONOMY.*
45. CHILD STUDY.*
46. KINDERGARTEN METHODS.*
47. LIBRARY MANAGEMENT.*
48. Philosophy of Education.*
49. Physical Training.*
50. Teaching.

Electives.— Subjects in small capitals and the following: Advanced Chemistry (31); Advanced Geology (37); German, 1, 2, 3, 4, 5, 6; Latin, 1, 2, 3, 4, 5, 6; Manual Training, 1, 2, 3, 4, 5, 6, 7, 8; Shorthand, 1, 2; Typewriting, 1, 2.

Arabic numerals at the right of subjects show certain subjects as numbered at the left which must be completed in advance, and Roman numerals in parenthesis indicate terms to be previously completed. The requirement of the Roman numerals may be suspended on payment of an irregular fee.

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*Ten weeks' subjects; others in normal course cover twenty, with the exception that each number of term in manual training stands for ten weeks.

Life-certificate Course Alphabetised.

The x indicates when subject ■ preferably taken or is regularly taken.

Studies.	*First Year.*		*Second Year.*		*Third Year.*		*Fourth Year.*		*Wks.*
	A.	*B.*	*C.*	*D.*	*E.*	*F.*	*G.*	*H.*	
Algebra		x							20
Algebra					x				10
Arithmetic	x								20
Astronomy					x				10
Bookkeeping and Penmanship			x						10
Botany		x							20
Calisthenics	x	x	x	x	x	x	x	x	
Chemistry						x			20
Child Study								x	10
Declamation—two per term	x	x							20
Domestic Art	x	x							40
Domestic Science			x	x					40
Drawing	x								20
Elocution	x								20
English		x							20
Essay			x	x					40
Etymology				x	x				20
Geography, Physical and Political	x								20
Geology						x			20
Geometry				x					20
German	x	x	x	x					20
History, General		x							20
History of Art				x					10
History of Education							x		20
Kindergarten Methods								x	10
Latin	x	x	x	x	x	x			120
Library Management								x	10
Literary Criticism							x		10
Literature				x					20
Manual Training	x	x	x	x					80
Methods of Teaching				x					10
Music			x						10
Music					x				10
Oration						x	x		40
Oratory					■				20
Orthoepy			x						20
Orthography		x							20
Philosophy of Education								x	10
Physics				x					10
Physics					x				10
Physiology				x			x		10
Physiology							x		10
Political Economy							x		10
Primary Methods						x			10
Psychology				x					10
Psychology						x			20
Rhetoric			x						20
School Law and Management			x						20
Shorthand					x	x			40
Surveying								x	10
Teaching and Criticism						x		x	40
Theme							x		10
Typewriting					x	x			40
Trigonometry						x			10
U. S. History and Constitution			x						20
Zoology					x				20

Alphabetized List of Added Work for Degree.

In advance of the work above given as available for the life-certificate course, the department offers the following:

Algebra (advanced)	10 weeks.	Government	10 weeks.
Art	40 "	History, American	20 "
Biology	20 "	History, General	100 "
Bookkeeping (advanced)	10 "	Latin	60 "
Commercial Law	10 "	Library Science	20 "
Economics	20 "	Oratory	20 "
English	20 "	Philosophy	20 "

The readiness with which this work has been taken by our students indicates that the program will soon include enough for a college course.

Text-book List.

Algebra	State text	$0 55
	Wells's College	1 50
Arithmetic	Belfield's New Model	39
	Wentworth's Mental	22
	Payne's Practical	65
Astronomy	Young's Elements	1 60
Bookkeeping	Goodyear	44
Botany	Bergen's Foundations	1 20
	Gray's Field, Forest, and Garden	1 44
Cæsar	Lowe and Ewing	83
Chemistry	Remsen	1 15
Child Study	Kirkpatrick	1 25
Cicero	Johnson	83
Civil Government	Andrews	1 00
	Kellogg and Taylor	44
Drawing	Cross's Free-hand	80
	Hoyt's World's Masters of Painting	1 25
	Thompson's (8 books)	88
Elocution	Marsland	1 12
English Grammar	Hoenshel	38
	Longman's	65
Geography	Davis's Complete	1 25
Geology	Le Conte's Elements	3 50
Geometry	Wentworth	88
German Grammar	Otis-Carruth	88
History of Education	Cubberley's Syllabus	2 50
History of Art	Goodyear	2 80
History, Kansas	Prentis	66
History, United States	Davidson	55
	McLaughlin	1 40
Latin, Beginning	Smiley and Storke	66
Latin Grammar	Bennett	73
Library Cataloguing Rules		10
Library Handbook of Organization		05
Literature, English	Simond's	1 25
Music	Natural Music Chart	25
	Modern Music Series	50
	Fullerton's Choice Songs	35
Oratory	Shurter	90
Parliamentary Law	Reed	65
Penmanship	Easel — Crane & Co.	06
Philosophy of Education	Harris's Psychological Foundations	1 25
Physics	Carhart and Chute, high-school edition	1 25
Physiology	Martin's Human Body, Unabridged	2 50
Political Economy	Bullock	1 28
Principles of Teaching	Thorndyke	1 25
Psychology	Angell	1 25
	Titchener's Elements	1 00

Text Book List—*concluded:*

Rhetoric	Mother Tongue, Elements of Eng. Composition.	$1 00
	Wendell's Composition	1 50
School Law and Management	Wilkinson	35
Shorthand	Schoch's Benn Pitman	1 00
Spelling	Hewett	11
	Reed's Word Lessons	25
	Wilkinson's Orthoepy	35
Trigonometry	Wentworth	1 35
Virgil	Comstock	83
Zoology	Jordan and Kellogg	83
	Kellogg	1 20

Enrolment Items.

When presenting permits for approval and signature, students should bring any grade cards or books they have, showing records they have made in this School. The teacher will have in hand the office record for work done since April, 1902. The student should compare his report with those records, and ask for any necessary corrections. If the grades put on cards or books before that time have not been checked, showing verification on the register, the card or grade book should be sent to the registrar for checking.

The fact that a student has been taking a subject and failing to pass on it will not excuse him from paying an irregular fee on account of this subject.

Fees are payable in advance and will not be refunded except in cases of protracted sickness, but the President may, at his discretion, credit the unused balance on future attendance.

Students below the F class are not allowed to begin more than one foreign language in the same term, even though they may have studied the language elsewhere.

Students who have already completed the academic or any professional course in the institution may, on returning, without being regarded as irregular, take any work they choose, subject only to the limitation as to special permission for taking more than one subject in any one department.

Any student failing in a subject at either the main school or the branch cannot, without special recommendation, transfer to the other school before completing that subject.

A student who carries fewer than two subjects, not counting spelling and rhetoricals, or who fails in as many as two subjects, not counting spelling, will be required to see the President concerning his next permit for taking work.

Admission and Credits.

New students should, whatever may be their means of gaining admission to the classes, present themselves at the general office in the latter part of the week preceding the opening of the new term. There will be work for them to do from the very beginning of the Monday morning on which the term opens.

On this first morning all classes meet for the assignment of lessons. During the remainder of the first day members of the faculty who are class teachers will sign permits for members of their classes. On subsequent days permits will be signed at the general office only.

Teachers holding first- or second-grade certificates are admitted to the Normal Department without examination, and without any requirement of further evidence of ability to enter normal classes in subjects on which grade reaches eighty.

Graduates from the following city high schools are also admitted without examination:

CITIES.

Atwood.	Glasco.	Mound Valley.	St. Marys.
Belleville.	Goodland.	Ness City.	St. Paul.
Bunkerhill.	Grenola.	Norton.	Salina.
Coldwater.	Gypsum.	Pleasanton.	Smith Center.
Elk Falls.	Jetmore.	Randolph.	Strong City.
Elsmore.	Lenora.	Rossville.	Syracuse.
Gaylord.	Mayfield.	St. John.	Tribune.
Garnett.	Moline.		

Examinations.

Other candidates for admission are required to make a grade of eighty per cent. on examination in the common branches—arithmetic, reading, geography, grammar, United States history, writing, and spelling—and must give references as to character.

In arithmetic, the standard is ability to make the required per cent. on the county teachers' examination questions prepared by the State Board of Education. The examination emphasizes fundamentals through the simple cases of percentage, special stress being laid upon difficult examples in addition, subtraction, multiplication and division of common fractions and decimals, and upon the cases in denominate numbers.

In geography, the entrance examination includes detailed information upon one's county, state, and nation, the continents, the earth as a whole, measurements upon the earth, latitude, climatic changes and their causes, and the relations of natural resources to occupations.

In grammar, candidates should be able to pass an examination based on the state-text book. Also, they will be expected to write a good essay of from 300 to 400 words on some subject to be selected by the examiner.

In history, the entrance examination will include general questions upon the entire period of American history, with a degree of thoroughness that would be required for a first-grade county certificate. A fair knowledge of current events is expected.

Because of the requiring of Kansas history for all grades of county certificates, the following requirements are made for students in the regular school year:

First. All graduates after the class of 1905 will make record before graduating.

Second. All who have not yet finished United States history in the course will make this record before entering United States history.

Third. All who enter the Normal Department hereafter will make the record within ten weeks, or take up the work in the special class, or pay irregular fee for leaving it behind.

In physiology, the candidates should be able to pass an examination based on the state text-book for high and grammar-schools; or they must possess high grades on county certificates.

The entrance grade on spelling and writing will be made from papers on other entrance examinations.

Students feeling that their preparation in a subject would warrant more credit than is given on records presented are allowed to take final examinations before entering classes, or at any time in the first double term after entering. A former student returning after an absence teaching or attending school elsewhere renews for a term this privilege of taking final examinations.

Persons failing so completely in any of the above subjects as to give no promise of preparing for the normal classes in ten weeks are able to find preparatory work in the classes of the Model School. Those giving promise of early proficiency are allowed to join special ten-weeks classes in the deficient subjects, while taking normal work in subjects on which entrance is gained. Special classes are also formed for those whose penmanship, as shown in entrance examination, is not satisfactory, and for those admitted to the Normal Department who are to take Kansas history and those who are not prepared to enter on the normal work in algebra, bookkeeping, constitution, English literature, physiology, and hygiene. The fees for these preparatory classes are given under the appropriate heading. Special classes may be assigned to student teachers and to the afternoon for recitation.

Advanced Standing.

Students who present certificates of honorable dismissal from the State University or the State Agricultural College will, without examination, be admitted to normal classes.

Graduates in the arts course or in corresponding courses of first-class colleges will be admitted to work that they should be able to complete for graduation in the four-year course in one to two years;

graduates of high schools and academies which fit students for admission to the freshman class, State University, or of high schools and academies of corresponding grade, will be given such credits as will admit them to the second-year class on entering the School.

The faculty will designate the subjects to be pursued in each case, and the course here will include a review of the common branches.

During recent years more or less of credit on the normal course has been given for work done in the following high schools:

Abilene.
Alma.
Almena.
Americus.
Anthony.
Argentine.
Arkansas City.
Atchison.
Attica.
Augusta.
Axtell.
Barclay.
Barnes.
Belle Plaine.
Beloit.
Bern.
Beverly.
Blue Mound.
Blue Rapids.
Bonner Springs.
Brookville.
Buffalo.
Burden.
Burdett.
Burlingame.
Burlington.
Burr Oak.
Burrton.
Caldwell.
Caney.
Carbondale.
Cawker City.
Cedarvale.
Centralia.
Chanute.
Chase.
Cherokee.
Cherryvale.
Chetopa.
Clay Center.
Clearwater.
Clifton.
Clyde.
Coffeyville.
Colony.
Columbus.
Concordia.
Conway Springs.
Coolidge.
Corning.
Cottonwood Falls.
Council Grove.
Delphos.
Dodge City.
Douglass.
Downs.
Dwight.
Edwardsville.
El Dorado.
Elk City.
Ellinwood.
Ellsworth.
Elmore.
Emporia.
Enterprise.
Erie.
Eskridge.
Eureka.
Everest.
Florence.
Fort Scott.
Frankfort.
Fredonia.
Furley.
Galena.
Garden City.
Garnett.
Girard.
Glen Elder.
Great Bend.
Greeley.
Greenleaf.
Greensburg.
Halstead.
Harper.
Hartford.
Havensville.
Hays.
Herington.
Hiawatha.
Holton.
Hope.
Howard.
Hoxie.
Humboldt.
Hutchinson.
Independence.
Iola.
Irving.
Jewell.
Junction City.
Kanopolis.
Kansas City.
Kincaid.
Kingman.
Kinsley.
Kiowa.
Kirwin.
La Crosse.
La Cygne.
La Harpe.
Lakin.
Larned.
Lawrence.
Leavenworth.
Lebo.
Lenexa.
Leon.
Le Roy.
Lincoln.
Lindsborg.
Louisburg.
Lyons.
McCune.
McPherson.
Macksville.
Madison.
Mankato.
Marion.
Marquette.
Marysville.
Medicine Lodge.
Melvern.
Meriden.
Minneapolis.
Montana.
Moran.
Morrill.
Mound City.
Moundridge.
Mulvane.
Neodesha.
Neosho Falls.
Neosho Rapids.
Netawaka.
Newton.
Nickerson.
Nortonville.
Oberlin.
Olathe.
Onaga.
Osage City.
Osawatomie.
Osborne.
Oskaloosa.
Oswego.
Ottawa.
Oxford.
Paola.
Parsons.
Peabody.
Perry.
Phillipsburg.
Pittsburg.
Plainville.
Pomona.
Pratt.
Prescott.
Quenemo.
Reading.
Republic.
Riley.
Rosedale.
Russell.
Sabetha.
St. John.
St. Paul.
Scandia.
Scottsville.
Scranton.
Sedan.
Sedgwick.
Seneca.
Silver Lake.
Solomon.
Springhill.
Stafford.
Sterling.
Stockton.
Thayer.
Tonganoxie.
Topeka.
Toronto.
Troy.
Valley Falls.
Vermillion.
Walnut.
Wamego.
Wauneta.
Washington.
Waterville.
Wathena.
Waverly.
Wellington.
Wellsville.
Wetmore.
White Cloud.
Whitewater.
Wichita.
Williamsburg.
Wilson.
Winchester.
Winfield.
Woodbine.
Yates Center.

Graduates of the better class of high schools are likely, in general, to receive half credit on double-term subjects on which a half-

year or more of high-rank high-school work has been done, and to receive full credit on double-term elective subjects on which a year or more of such work has been done. The taking of a part of the work in required subjects is for the purpose of studying the methods of teaching those subjects. With this purpose in view, it would, if German or Latin or manual training were elected, be deemed necessary to require at least a term of work here for methods, even though the academic work completed in the subject might exceed the amount counted here for graduation. Work done elsewhere in the professional subjects should not be presented here for credits, unless taken in a professional school similar to this in rank and purpose. To particularize, one-half year or more of astronomy, botany, drawing, elocution, geography (physical), history (American), history (general), physics, or zoölogy, credit of ten weeks on each subject; one year or more of chemistry, geology, physiology, twenty weeks; two years or more of English or mathematics, credit of fifty weeks on each; three years of Latin or of German, credit of one hundred weeks. A record in Kansas history is required of all graduates. County-high-school graduates receive part credit on professional work, and should be able to obtain the one-year state certificate with the legal minimum of attendance.

The President of the Faculty will take pleasure in corresponding with school principals and superintendents who may desire to make such arrangements as may be necessary in order that their high-school diplomas may admit candidates to the Normal Department of the School without examination, or who may contemplate adopting a course of study which would give graduates advanced standing. (See list of schools whose diplomas are already recognized.)

Methods in the common branches will be given, by special arrangement, with advanced students and experienced teachers, to complete the grade in arithmetic, geography, grammar, and history, and such students are entered with a "P. M." on these subjects, which means "passed on taking methods." This work will cover an hour per day for each subject one afternoon a week for the full term of twenty weeks. (See outline of this work.)

For those allowed to make their grade in the four standard subjects by taking methods only, the work will be done in a forty-five-minute recitation one afternoon per week for twenty weeks, as follows: Arithmetic, Monday; history, Wednesday; grammar, Thursday; geography, Friday. These four methods classes, different every day, make, if all carried at the same time, heavier work than is usual for a daily recitation in one subject. In some terms of school each of these subjects is completed in five weeks of daily recitation.

Students with half credit from some other school on botany or on the first twenty weeks of English should confer with the head of the proper department as to which half of the work is to be taken.

Credits Forfeited or Declined.

Students in the first half of a subject receive at the end of the ten weeks slips marked Y if the work done thus far averages ninety per cent. or more; marked Z if below ninety per cent. and the teacher consents to the student's keeping the grade and going on with the last half of the subject.

Students may choose for themselves whether they will take again a half on which they are marked Z. If they elect to go on with the last half, they must complete the grade for the term, and if they fail the teacher may allow them to take either half over and have the average of the grade for the other half, but a failure on the term's work must be regarded as such. If a student enters a last half of a double-term subject after getting credit on the first half because of work done elsewhere, the student may drop that half at any time with the consent of the teacher, and the teacher will report in the transcript that the credit on the first half is killed.

A student may decline to take advantage of credit given him; for instance, being passed on all but the last ten weeks of algebra, may choose to begin II from the first, or, having "P. M." on one of the common branches, may choose to take the last half; but after he has made his choice he must stand by it, as if the credit declined had never been given.

Records Made by Recitation or Examination.

A grade of eighty per cent. or more made in this institution passes on the subject. The regular way for making this grade is the averaging of the average record for recitations, with a grade on the final examination. If a student makes ninety per cent. or more on the recitations, this stands as his record for the term, unless he entered the class after more than twenty per cent. of the term had elapsed. If a student due for a final examination does not take it and is not excused, his recitation record is divided by two and turned in as a failure. If a student has made less than seventy in the average of his recitations, this is recorded as a failure, and he is not admitted to examination. Students who are received by the teacher of a subject to take final examination without having taken advanced work in the class may be allowed to write on the questions given to the class, or required to take separate questions, as the instructor may elect. The only subject about

whose grading there are definite rules is the subject of spelling. On any list of words, the number taken from 100 for each word missed is four times as great a per cent. as the word is per cent. of the whole number given. For instance, if 100 words are spelled for the recitation, four is deducted for each word missed.

Special Suggestions to Senior Students.

Students are not entitled to register as members of the G class who have any work for graduation which they are not taking in class. This includes spelling and rhetoricals, as well as other subjects.

All students expecting to graduate during the current year will please note that no final examinations, except in class, are given candidates for diplomas after Wednesday of the last week of the fourth term. The responsibility for bringing up back work and completing record necessary for graduation rests with the student and not with the faculty. No subject should be left until the last day unless absolutely necessary. Seniors should not presume on "understandings" about grades and credits in any subjects. Actual entries under proper signatures are the only warrant for registration in the G class.

Themes are due on Friday evening before the last ten weeks begins, and no candidate for class representation whose theme is not at that time in the hands of the class teacher will be considered.

It is important that the graduating class organize not later than the first week of February and appoint the necessary committees, that they may begin work without delay.

As early as possible, the class assessments should be determined, and every member should consider it his duty and privilege to pay them promptly. The spirit of cooperation and fellowship reveals itself no more quickly anywhere than in class relations. Every true teacher possesses it.

Students who are within one year of graduation are encouraged to anticipate, if necessary for their expenses, the salary they are likely to earn. A "students' loan fund," established by the graduating classes of 1899, and increased by contributions from the classes of 1900, 1901, and 1905, is giving very effective help in that respect.

Diplomas and Certificates.

A one-year state certificate is granted on the completion of the first two years of the life-certificate course and after twenty weeks of attendance.

Manual-training Certificate.

The Kansas State Board of Education decided, on its first granting of certificates to teach manual training under the new law, to issue the one-year state certificate to holders of any kind of Kansas county or state certificates who have completed twenty weeks of drawing at Emporia and sixty weeks or more of the manual training given in that school. There is no reason to believe that the board will not continue such recognition, especially in view of the fact that the drawing offered for recognition is done with special reference to manual training.

Three-year Course.

The three-year course, giving a three-year state certificate, includes all of the first two years of the life-certificate course, and adds oration, 20 weeks of teaching, and 140 weeks of any other subjects that would count in the life-certificate course. The rule that at least 80 weeks of Latin or German or manual training must be taken to count for graduation does not apply here, for any complete grade for a term or a double term will be counted in accordance with the above condition. This certificate is not renewable, and the one-year certificate will not be issued to any one who has had this three-year certificate. No graduation exercises are held for this course.

Life-certificate Course.

The diploma for the completion of a four-year course is, without any further inspection or approval, and without any renewal, a life certificate to teach in the public schools of Kansas, including those of all classes of cities and high schools. They are issued in any part of the year, bearing date with the completion of the work; the entire list of those who have received them during the year being enrolled with the June graduating class, and all who are so enrolled are expected to participate in the duties, honors and privileges of the class in connection with its organization and with the commencement exercises.

The four-year course of this institution is announced by statute

as the type for courses of study giving special preparation to teachers. The efficiency of the professional courses in this institution is abundantly attested by the number of graduates from these courses who are holding city and county superintendencies, high-school places, and other prominent educational positions. The reader is referred for illustration of this statement to the alumni number of this Bulletin, which will be mailed free on application.

Recognition in other states is more generous for this diploma than for the diploma of the three-year course, which has been issued up to the present year. In some states the life certificate is given without requiring any further credential than the Normal life-certificate diploma; in others a special statement from the President is required as a recommendation for each applicant.

Although 160 weeks of the last two years of the tabular course are announced as elective, the substitution for these subjects by this course is limited to 40, 80 or 120 weeks. This substitution must be 40 weeks of advanced chemistry and geology, 80 weeks of manual training or Latin or German, or the 80 weeks of either of these subjects with advanced chemistry and advanced geology, or full 120 weeks of Latin. Previous offers of other substitutions are withdrawn.

Leading colleges and universities accept from graduates certificates of records as credentials for admission and for advanced standing. Students contemplating later work in such institutions should, before beginning third-year work, confer with the president as to what collegiate course they anticipate. The work to be taken here can thus be selected to their advantage, and plans made for self-support through college, if desired.

By the terms of the above announcement, while no two students need to count exactly the same credits for graduation, there are practically eleven different plans for electing work for graduation:

1. The tabulated course.
2. The substitution of twenty weeks each of advanced chemistry and advanced geology.
3. The substitution of forty weeks of shorthand or forty weeks of typewriting, or both.
4. Substitution of eighty weeks of manual training.
5. Eighty weeks of manual training and forty weeks of advanced chemistry and geology.
6. Eighty weeks of German.
7. One hundred and twenty weeks of German.
8. Eighty weeks of German and forty weeks of advanced chemistry and geology.
9. Eighty weeks of Latin.

10. One hundred and twenty weeks of Latin.

11. Eighty weeks of Latin and forty weeks of advanced chemistry and geology.

It is the intention to plan the work so that any graduate of the three-year life-certificate course may finish the four-year course by writing the required theme and completing 160 weeks of assigned work in addition to what was counted for the three-year course. It is probable that in all such cases conformity to one of the above eleven courses can be arranged without difficulty. All irregular fees will be waived for postgraduate work.

College Course.

The course for bachelor of arts in education will take four years of work above the course of accredited four-year high schools. It will include all the subjects of the life-certificate course for which there are no electives, a major of 160 weeks above what is available on the same subject as a credit for graduation in the life-certificate course, 160 weeks of pedagogy, including what is required for the life-certificate course, and any other subjects to make a total of 640, including minors that may be required with the major chosen. It will be possible to finish this course without taking all the subjects required for the life-certificate course. While the life-certificate course will not count more than one of the electives, German, Latin, and manual training, all three of these may be counted for the arts course. The high school that is to admit to this four-year course must be such as will secure 320 weeks of credit on the normal course, in accordance with the following schedule:

One-half year or more of astronomy, botany, drawing, elocution, geography (physical), history (American), history (general), physics, or zoölogy, credit of ten weeks on each subject; one year or more of chemistry, geology, physiology, twenty weeks; two years or more of English or mathematics, credit of 50 weeks on each; three years of Latin or of German, credit of 100 weeks. A record in Kansas history is required of all graduates.

It is possible for a graduate of a reputable college to finish in one year both the life-certificate course and the course for bachelor of arts in education.

The State Board of Education is authorized by law to give a three-year state certificate, as in the case of approved colleges. This certificate is renewable for life if, in the three years it covers, two years of successful teaching be done and professional standing is maintained.

Proficiency Testimonials.

Testimonials of proficiency in teaching special subjects will be issued in accordance with the announcement of previous catalogues, which promised special recognition of teaching power and high-grade work in particular departments. The faculty announces conditions on which graduates of a four-year course may receive, in 1905, or thereafter, special testimonials from any of the following departments:

Drawing and manual training.	German.
Elocution and vocal music.	Latin.
English.	Mathematics.
Geography and history.	Natural sciences.

Besides doing the minimum of eighty weeks in the department subjects, the candidate will be required to complete, as prescribed by the department or departments concerned, at least forty weeks of work over and above what is required for the completion of a four-year course. No candidate will receive the assignment for this extra work until after the completion of three years of work counting for the three-year certificate. In offering this three years of work for inspection, it must be shown that exceptionally high standing has been attained in all the professional work as well as in the work of the particular department or departments from which the testimonial is sought.

Diploma for Music Course.

The diploma issued at the commencement exercises of the music department is not offered as a certificate to entitle its holder to teach in public schools.

Miscellaneous Matters.

Classification.

Grades of eighty per cent. or above in subjects mentioned in the tabular course of study, or named above as substitutes for them, will be counted as determining the classification of students in the Normal Department.

Eighty weeks of work completed, exclusive of spelling and rhetoricals, advance a student one letter in the classification; those who are taking in the current ten weeks all the subjects for graduation are listed G, and those who have already graduated in some course and are not now enrolling in studies to complete another course this ten weeks are listed H.

Credits from other schools, when entered on the student's record in this institution, count in advancing the classification, and thus 80 weeks of work completed will admit to B, 160 weeks to C, 240 weeks to D, 320 weeks to E, and so on through to H, no matter in what terms of the course the studies may come.

Graduation.

The roll of the senior class is made up nine weeks before commencement day, subject to decrease but not to increase. No matter what previous enrolment a student may have made in the institution, he must, in order to graduate, be regularly on the roll at this time, either as having completed all the work for graduation, or as taking all his unfinished work in regular classes. Examinations outside of class for graduation are not allowed in the last nine weeks, and the student is not allowed to take, during that time, any more than the usual number of subjects. Chances of failure on subjects taken in the last ten weeks of the course should not be lightly risked. There is no more reason to expect here than anywhere else in the course special examination for making up work.

Assigning to Classes.

Every student is expected to be a member of some one teacher's class for the class-teacher meeting, which occurs regularly at the close of general exercises on Monday. He is invited to consult this teacher as his "guide, philosopher, and friend." The class teacher issues permits for the assigning of his class to their various studies. The record the student has already made in the institution is con-

sulted for guidance, and if there is evidence that he is strong in school work, the teacher may admit to as many as four studies, besides spelling and rhetoricals. If the student has, during the ten weeks just previous, failed in two of the full-time subjects, or failed to carry as many as two of these subjects, the teacher is required to refer the case to the President. Students may be allowed to take but one study, if reasons are satisfactory, but the carrying of two studies is required to gain and hold full membership in the School.

Three studies, besides spelling and rhetoricals, are a creditable amount of work, if well done. Students may take four without special permission, and, if they desire to take five, they should file with the President, as early as Friday before school begins, a memorandum naming the studies for which application is made to the faculty.

Rhetoricals.

The rhetorical exercises required for each regular student are not more than four declamations, first year; four essays, second year; two orations, third year; and one theme, fourth year. A review of some book assigned may be substituted for one of the declamations, and a grade on extemporaneous speech may be made for one term's work in the third year. The declamations are in the department of elocution, and the essays in the department of English. The exercises in rhetoricals in the third year and the fourth are under the direction of the new department of themes and public speaking, and the memorizing and delivering are under the direction of the department of elocution.

Calisthenics.

Exercises in calisthenics throughout each course. During a part of the last year in the professional course students conduct classes in calisthenics, under the supervision of the director of physical culture. Leaders of these classes meet weekly for special drill.

Gymnastics and Athletics.

Each student is due in the gymnasium in calisthenics and gymnastics for drill each day at the beginning of one of his vacant hours. The work in the various classes is in charge of the physical training teacher and assistant, assisted by student chiefs. These exercises consist of marching, free calisthenics, and drills with light apparatus, as wands, rings, dumb-bells, and Indian clubs. Particular emphasis is laid upon corrective work. Special exercises are prescribed in individual cases for students with minor physical deformities.

All students who are taking as much as two hours a week regularly in athletic sections or in the special afternoon classes may be excused from indoor drills by the teacher of physical training. Attendance at all these exercises is subject to the same regulations as at class recitations.

Baseball, basket-ball, football and track-team work are encouraged among Normal students, not alone for the reasons that prevail in other schools, but because we believe those who are to teach the young should know how to guide them in their sports. Students find with us an opportunity to learn how to coach teams for amateur athletics.

Lectures and Entertainments.

A full course of first-class entertainments is engaged with the opening of each year. Students get the advantage of very low rates, and the net proceeds go to a special fund for such institution use as the faculty may select. Tickets for the regular course of six entertainments, reserved seats included, are one dollar each. The course since the last publication up to the present date has consisted of the following lectures and entertainments: Senator Dolliver, Cincinnati Ladies' Orchestra, Montaville Flowers, Crampson Concert Company, Edward Amherst Ott, and Lorado Taft.

One of the pleasant features of the School is the frequent appearance on the platform, at the morning hour, of distinguished men and women in the various walks of life. Their informal talks are often most eloquent and helpful.

Absence.

Students will not be excused from their classes to go home before the regular recesses begin.

Absence from any required exercise must be accounted for before a student can be permitted to enter a succeeding recitation.

Discipline.

So many of our pupils have already had some experience in practical life, that they become valuable aids in developing a healthy school sentiment. This renders few restraints necessary. Still, every effort of the faculty is given towards making the pupils self-reliant, self-controlled men and women; and those whose best endeavor is not in accord with this purpose are summarily dismissed from the School.

Advice.

Those proposing to enter are reminded of the importance of being present at the opening of the session. The student who is behindhand then rarely makes up what he has lost, and will feel a constantly increasing embarrassment throughout the entire term. The habit which is thus indulged indicates a lack of fitness for the profession of teaching. Those students whose standing is to be determined by examination should be present on the days appointed; otherwise, they will subject themselves to the inconvenience and expense of special examinations.

Students arriving in the city will report at once at the office of the President, where they will be supplied with information, and given such assistance in securing homes as they may require.

Read this Bulletin carefully, and write to the President for any information that it does not supply.

Opportunities for Part Year.

Classes in most of the subjects are started anew every ten weeks. Both halves of all the subjects in the first twenty weeks, of most in the second and of many of the twenty-weeks subjects in the others begin four times in the regular year, so that students coming only a few weeks a year can make progress in the work for which they are ready. In the term beginning about the 1st of April, all the subjects of the course are on the program at once, this being the season of the year in which the attendance is largest. The work may be taken up at any time, and dropped at any time, and, aside from such difficulty in making records as cannot be avoided, no inconvenience will be caused.

Expenses.

All fees specified below go directly into the funds of the institution.

Fees for Sessions September to May, inclusive.

Five dollars for twenty weeks, or one dollar and fifty cents per month for a total less than five dollars, in Model School classes.

Five dollars for ten weeks in special or irregular subjects, or two dollars for each subject for total less than five dollars.

Two dollars for ten weeks in special course in kindergarten.

Five dollars extra per ten weeks for students above the Model School, if resident outside the state within the half-year next preceding.

Five dollars for ten weeks of instruction in French, shorthand, or typewriting, with a refund of three dollars if ten or more enroll.

One dollar and twenty-five cents as library fee for ten weeks, if none of above fees are charged.

Fees for June and July Term.

A tuition fee of four dollars is charged for work in the normal course or the special kindergarten, with fees for irregular subjects, for laboratory and material, and for French, Spanish, shorthand, and typewriting, as given above.

The hospital fee of fifty cents will be collected from all who are in the summer school, and attendance for the sick will be provided as during the other parts of the school year. The payment of this fee at the beginning of the summer school secures a right to its benefits during all enrolment as a student in the year beginning with the summer school.

A deposit for enrolment in classes taught by student teachers will be returned if good conduct and regular attendance continue to the end of the term.

Cost of Living.

It is not necessary to engage rooms before you come. It is always more satisfactory to see what you are engaging before you make definite arrangements. Emporia has so many desirable rooming places that you take no risk in deferring the making of your arrangements until you arrive.

The number of new buildings near the Normal is so great as to make keener competition than ever before in rates for room and board. Every effort is made to reduce expenses to the minimum. Many students are paying as low as $3 for board in private families, while a very few pay as high as $3.75 a week.

Clubs are organized during the year, which report a reduction of about one-third from above rates. Those who board themselves reduce the cost about one-half. A careful comparison with the cost of living at other schools in the state shows that students demanding the same kind of accomodations live with as little expense here as at any of them.

The average in hiring board is a little over $3; self-boarding, a little under $2.

Good unfurnished rooms, capable of accommodating from two to four students, rent from $2 to $4 per month. Furnished rooms rent for from $4 to $6 per month.

We give below as the cost for four terms what was gathered from inquiries at Emporia when competition for student patronage was not so keen as it is now:

Board and fuel	From $50	to	$120
Books	From 5	to	8
Washing	From 12	to	20
Total	From $72	to	$156

Students regularly in Normal Department will add a minimum of $5.50 for fees for the year.

The above estimates cover necessary expenses, and have been fully verified.

Outline of Instruction.

Normal Classes.

The following brief outline of the work done in the different branches included in the course of study will give a fair idea of the standard maintained. Students recite daily in each subject, and are supposed to spend approximately two hours per day in the preparation of the lesson assigned.

NOTE.—The Roman numerals at the right of some names of subjects indicate which half-year of the course contains that part of the subject.

Algebra II.—Double term. A term's previous preparation required. The work extends through simultaneous quadratic equations. It is the intention to give the work in such a manner as to impart power in original investigation, mastery of methods of teaching the subject, ability to talk and chalk at the same time, and ability to demonstrate formally and rigidly all principles. A short review of the principles and methods of the previous term's work will be included in this double term.

Algebra V.—One term. Covers the work of indeterminate equations, ratio and proportion, variation, arithmetical and geometrical progression, logarithms, and compound interest.

Algebra, Advanced.—One term. Given to work in advance of any heretofore taken in this institution.

Art.—*Course 1.*—Double term. Drawing. This course is intended to give training for teaching elementary drawing in public schools, and is required for graduation in the life-certificate course unless permission is given to substitute course 2. It includes the elements of scientific perspective; the principles of free-hand perspective; the application of perspective in drawing common objects in outline, light and shade, and color; elements of good composition; proportions and action of human figure expressed in silhouette; a scientific study of the principles which underlie pictorial representation; practical application of these principles in drawing from groups of still life and from geometric solids; advanced work in free-hand drawing in charcoal and color, and in design; drawing from the cast landscape compositions in two or more tones, pencil and ink sketches of interiors and exteriors of buildings, streets, trees, etc.; still-life compositions in water-

color; designs for wood-carving, pyrography, and iron castings; illustrating.

This class makes a careful study of the course of drawing adopted for use in the public schools of the state.

In case of students whose natural limitations, such as defective vision, prevent the taking of the above work, the suggested course of twenty weeks of substitute drawing will be accepted for this term's work.

Course 2.—Double term. Drawing, Substitute. For students whose natural limitations, such as defective vision, prevent the taking of the regular beginning course successfully, a double term's work, as described here, is offered as a substitute; hence the name given to this work. Students may enroll in this work as an extra after finishing the first twenty weeks, but in such cases it could count only for the special testimonial mentioned under "Diplomas and Certificates."

A brief outline study of the principal styles of architecture; a study of the world's greatest painters and their paintings; art study in the grades; a collection of Perry pictures is made by each member of the class, and mounted in a manner suitable for use in the schools.

Attention is given to the elements of perspective, design, and composition, but owing to the physical limitations of the pupils taking this course a practical application of the principles involved is made wholly optional.

Course 3.—One term. A history of the typical architecture of ancient, medieval and modern times.

Course 4.—One term. A history of sculpture, including a brief review of Greek mythology.

Course 5.—One term. A brief study of the history of painting.

Course 6.—One term. A critical study of some of the world's masterpieces of art. Students taking this course must have completed either course 2 or 5.

Arithmetic.—Double term. Expertness in addition, subtraction, multiplication, division, and the solution of problems; mastery of many subjects found only in advanced arithmetics; ability to prove every principle in the science; mastery of the methods of presentation and explanations to beginners—our most important work.

Astronomy.—One term. In addition to text work, the students devote several evenings to outdoor studies, tracing and locating stars, planets, meteors, and nebulous masses.

Biology, College.—Double term. Before taking this course, the students have taken at least twenty weeks of botany and

twenty weeks of zoölogy. The chief topics for study during this twenty weeks of biology are: A study of the local algæ, fungi, and mosses; a study of the frog; a study of the rabbit; a study of an injected cat; a study of specified topics in human physiology; the preparation of twenty-five slides for the microscope; a study of the elements of forestry; a study of organic evolution.

Bookkeeping and Penmanship.—One term. The subjects of bookkeeping and penmanship, being so closely related, are taken as a single subject in a class of methods. No particular text-books are used, although the texts adopted by the state receive first consideration. The work is pursued with special reference to the methods of teaching the subjects that will insure the best results in the classroom. In bookkeeping a more thorough and extended familiarity with the science of accounts is secured. In penmanship, as an art of form, due attention is given to the style of letters best suited to the needs of the pupil. As an art of expressing thought, much time is devoted to methods of securing desired results through correlation, as well as by the practice of writing, as a distinct branch of education. The application of writing to bookkeeping, grammar, correspondence and other subjects is fully considered, and the student is made familiar with the theories regarding position and movement.

Botany.—Double term. (1) Morphology of the spermaphytes (phanerogams) and sporophytes (cryptogams). (2) Physiology and histology of plants.

The course in botany may be completed in twenty weeks—the morphology of the spermaphytes and sporophytes, ten weeks; and the physiology and histology of plants, ten weeks. As the morphology of plants cannot well be studied during the winter months, this division of the subject is pursued during the first (June, July, and part of August), second (September, October, and part of November) and fifth (April and May) ten weeks of the school year. The physiology and histology of plants may be taken during any one of the five ten weeks of the year. The recitations in morphology of spermaphytes and in physiology of plants continue forty minutes each daily, and the laboratory periods in morphology of sporophytes and in histology of plants are forty minutes daily, or ninety minutes two times each week, but no preparation for the laboratory work is required outside of the laboratory hour.

In the study of the morphology of spermaphytes, the pupils are required to make between eighty and ninety judgments in regard to as many characteristics possessed by each of forty or fifty plants. These judgments are expressed in writing before the reci-

tation, by descriptive terms written in the schedules of Wooster's Plant Record, and are verified by the class during the recitations.

The knowledge of the plants thus obtained by observation, by the expression of judgments and by the criticism of these judgments is still further tested and corrected by requiring the pupils during the class hours to affirm or deny the truthfulness of the statements made in the several keys of Gray's Field, Forest and Garden Botany, in so far as they apply to the plant in hand.

Before beginning this work of plant description and classification, each pupil illustrates by appropriate drawings enough of the terms of the glossary of Wooster's Plant Record to give him an introductory acquaintance with the glossary. This acquaintance is deepened by using the terms in plant description and by reproducing the drawings from dictation.

The morphology of the sporophytes is studied in the botanical laboratory by making water mounts of typical forms and examining them with the compound microscope. Drawings are made of what is seen, and the characteristics and relationships of the plant are learned by the pupils from notes given by the teacher during the laboratory hour.

The elements of physiology of plants are learned by performing the forty experiments described in Bergen's Foundations of Botany; also from the personal experience of the members of the class and from department reference books. These studies are made in accordance with an outline of the subject given with references in Wooster's Plant Record.

The histology of plants is studied with compound microscopes in the laboratory and from enlarged photographs of tissues, the course running strictly parallel with the work in physiological botany and fully supplementing it.

The study of morphology and physiology of plants is given a richer content by directing it towards and into ecology of plants.

The chief object of this course in botany is not to make finished botanists, but living, growing botanists.

The second object is the acquisition of a more exact and methodical habit of observation of common plants.

The third object, toward which pupils are required to direct their efforts, is the attainment of the power of forming valid conclusions about what they have seen, felt, or heard. Most students in secondary schools and colleges are weak in the ability to form judgments about what their senses report, for most school studies give them small occasion to use their powers in this direction.

The fourth object to be gained in the study of botany is the acquisition of such a knowledge of plants and the development of

such a love for the subject that our students may teach botany successfully in the elementary and secondary schools of the state.

Chemistry IV.—Double term. This course includes a study of general chemistry, with Remsen's Introduction as the text-book. Many general experiments are conducted and studied before the class, and the whole of the study is accompanied by work in the laboratory. As far as possible, students illustrate laws and principles of science by individual experiments, and study the properties of elements and compounds by personal preparation and examination of them.

Chemistry, Advanced.—Double term. In addition to the above, a twenty-weeks course is now offered, to those who wish to continue the subject in qualitative and quantitative analysis, with opportunity to do special work in water analysis, milk analysis, or in such lines as they may choose.

Child Study is open to those students only who have had some psychological preparation. It is designed to present the facts regarding the nature and development of the mind during childhood and adolescence with especial reference to the meaning of these facts to the teacher. The genetic or developmental phase of child life is the one deemed most important in this connection; the idea of recapitulation is presented and John Fiske's teaching as to the meaning of the long period of helplessness in the human infant is emphasized. Comparisons are made with the minds of lower animals and savages.

An effort is made to become acquainted with the best scientific investigations of the child, and some attention is given to evaluating the methods employed in the different investigations. The special studies cover over thirty phases of child life, included under such rubrics, among others, as, the development of the mental powers, the relations existing between the mental and physical stages of growth and order of development, the meaning of youth and play, the instincts of childhood, the culture-epoch theory, heredity and environment, individuality, the influences of educational methods on physical and mental growth, children's vocational and other interests, language, drawings, etc. Questions as to the care, training and treatment of normal and abnormal types of children receive some attention. Especial emphasis is given to the study of sense defects, and some time is devoted to making simple tests of the senses.

Summarized reports of the best investigations on the above topics are read and discussed before the class.

Students are encouraged to make original observations of chil-

dren, not with the aim of adding to scientific knowledge, but for purposes of illustration. From time to time these are presented and explained.

Chamberlain's The Child—a Study in the Evolution of Man is made the basis of the text-book work. Large use is made of the full bibliographies, by Wilson, found in the pedagogical seminary.

The teacher with some knowledge of child psychology is more likely to avoid the common fault of presupposing more mental possessions than the child has, and in consequence will make the lesson matter more nearly conform to his capacity and stage of development. Many of the graduates of this School go out as superintendents, high-school principals, and department principals. Their work involves the supervision of teachers and the making of programs; they, therefore, need all possible help bearing on the laws of mental development, in order that the materials of instruction may properly fit the child's mind at the changing periods. Only through a study of child psychology will the superintendent be able to avoid the danger of causing those arrests which result from giving certain subjects too early in the course of study or of continuing them too long.

Commerce.—Mercantile law has recently been introduced as a collegiate subject. Other commercial subjects will be added.

Declamation and Elocution—Double term. In reading and speaking there is a triple aim—to train speakers to appeal to the understanding, the emotions and the will of the audience. During the term, literature is studied, read, or recited, to illustrate literary analysis, sequence of thought, clearness of enunciation, forms of emphasis, word pictures, atmosphere, tone color, rhythm, movement, and personation. During the term, drill is given in the formation of elementary sounds.

Vocal culture includes the technique of the speaking voice, with exercises for placing tone, support of tone, smoothness, flexibility, volume, force, and tone color; breathing exercises; the anatomy and physiology of the respiratory and vocal organs, and the hygiene of the voice.

Gesture includes relaxing exercises, poising exercises, principles of gesture, exercises for the application of these principles, and original gesture work. Recitals for criticism are given every five weeks. The grades given for these declamations count as rhetoricals II.

Economics.—*Course 1.*—One term. Text-book, Bullock. An introduction to the principles of economic science. Text-book work, supplemented with extensive library reading. Required of all students. Prerequisite: History 7.

Course 2.—Double term. This course suggests how economic theories are to be applied to the solution of questions of the day. The topics discussed are money, banking, taxation, government expenditures, foreign trade, monopolies and trusts, and the legal regulation of industries. Alternates in program with economics 3. Prerequisite: Eeconomics 1.

Course 3.—One term. Municipal Problems. Functions of city government, organization and methods of administration, revenue and expenditure, natural monopolies, typical city governments in Europe and America. Alternates in program with economics 2. Prerequisite: Economics 1.

English.—Double term. In the first ten weeks special attention is given to the development of the science of grammar by such steps as teachers must take in work of the graded schools; to the study of the various idioms, constructions and usages that have proved sources of difficulty to the inexperienced teacher; to sentential analysis, for the purpose of enabling the pupil-teacher to study how to broaden her pupils' conception of the relation of thought and expression, and of the logical relation of sentence to sentence, as well as sentence to paragraph. Familiarity with the state text is deemed sufficient preparation for beginning this half of the work.

In the second ten weeks the aim is threefold: A consciously systematic use of the grammatical doctrine acquired in course 1; a critical study of one or more classics; such practice in the constructive units of comparision as shall prepare the student for formal work in composition and rhetoric.

This course in English recognizes the fact that the standard of our language is the usage of intelligent and educated people, and comprehends both a reflective study of the principles of structure, the analysis of the paragraph and sentence as used by the best writers of this and past ages; and practice in constructing similar media for the conveyance of the pupil's own thought and feeling. The results aimed at are the cultivation of the grammatical instinct, so that the pupil shall easily and accurately recognize the relations which words and groups of words bear to each other; the acquisition of power to think accurately and give expression to his thought in logical manner; the cultivation of a relish for critical and careful study of the constituent elements of good literature. The first is secured by a study of grammatical doctrine and its use in good literature; the second, by practice in writing; the third, by a study of some English classics.

Essay.—The training in essay includes work along lines accumulative and creative—the former for the purpose of establishing habits of research and acquiring the power to use assimilated

knowledge in pursuing lines of independent thinking; the latter for the purpose of enabling the student to determine the measure of his own power to do original work.

Etymology.—Double term. *First term:* Students finishing two years of Latin before entering this subject may expect half credit on etymology. Study of Latin and Greek prefixes and suffixes; their meaning and use applied in the analysis of words. The study of selected word lists, principally words of Latin and French origin. *Second term:* Latin roots and their derivatives; Greek roots and their derivatives. The class will select from the dictionary lists derived from given root forms.

French.—Eighty weeks. *First year:* Careful drill in pronunciation; the rudiments of grammar and exercises; reading of graduated texts, with constant practice of translating French into English and English into French; writing French from dictation; oral production of sentences previously read. *Second year:* Continued reading of advanced prose in form of stories, short plays, or historical or biographical sketches; composition; abstracts, oral or written, from texts read; dictation; syntax; selection of poems and some short themes or classic and modern drama.

Geography.—Double term. Geography is the meaning of the earth to man. The old definition of it as a description of the earth is obsolescent, if not obsolete. In place of being almost purely a memory study, geography emphasizes relativity, and so appeals to the reason. The method used in the study of the subject is a modified form of what is known in the German schools as the grouping method, the only difference being that, instead of classifying the facts of geography according to their identity, they are grouped incidentally about the underlying principles of the subject, while the more important places are studied as types. There is no attempt to separate the subject-matter of political geography from what is generally put under physical geography. Fact and phenomenon are taken together. The cultural side of the study of geography is not lost sight of. It includes the reading of such authors as Reclus, Nansen, Hedin, Peary, Borchgrevink, authoritative articles indexed by Poole, pictures, stereopticon views, and occasional lectures on foreign countries by people who have visited them and who are able to bring to the class personal impressions. The pedagogical work in geography is based upon psychological values; the reading on this phase of the subject includes articles in geographical magazines, and the books of such authors as Ritter, Guyot, Parker, and Redway; the teacher introduces object-lessons, observational work, the use of apparatus, and other phases of geography teaching in the public schools. The course of twenty

weeks differentiates, for a part of the time, so that some sections of the class each term may specialize in preparation for teaching the grades, and others may prepare for the teaching of classes more advanced. The record made for credits will not be affected by this differentiation. The classes for those preparing to teach in the grades emphasize (*a*) North and South America, with a particular study of United States; (*b*) Afeurasia and Australia, dwelling particularly upon Europe. The other classes emphasize commercial geography.

Geology.—Double term. The student should have taken the work of the first two years of the normal course.

Dynamical and structural geology, ten weeks. In this division of the subject the student uses, as a text, Le Conte's Elements of Geology, revised by Fairchild. The pupils also study common minerals in the laboratory.

Historical geology, ten weeks. Le Conte's Elements and Wooster's Geological Story of Kansas are used as texts. The study of minerals is continued.

Either half may be taken during any one of the five ten-weeks terms; but the other half of the subject should be taken during either the first, second or fifth ten-weeks term, in order that the pupils may have some experience in doing field-work. The pupils are required to know thirty minerals and forty rocks. The laboratory work on minerals and rocks takes ninety minutes of one afternoon each week, without previous preparation.

Throughout the entire course in geology the pupils are required to draw upon their own stores of experiences, observations, and rocks and fossils in discussing the evolution of the earth's natural features and inhabitants, combining this material, in making their conclusions, with what they have gained from the text-book. The classes explore the country about Emporia to make collections of fossils and material for geological sections.

Few other subjects present so much that is fundamental to a right understanding of one's environment. Geology is at the same time an introduction to all the sciences, and a subject which requires for its full understanding a knowledge of all the sciences.

A second object to be gained by the study of geology is to give the student such knowledge of the earth's surface that he finds every landscape full of meaning to him and every natural feature full of attractive materials for study.

A third and very important object which is to be gained by the study of geology is to prepare the students to teach physiography understandingly.

Geology, College.—Double term. The chief topics pursued during this second twenty weeks of study of geology are: Soils; meteorology; erosion; topography; mountains of the world; mines and mining; the historical development of life; world geology; Kansas ores, building stones, oil and natural gas, salt and gypsum, and fossils; and practice in field-work.

Geometry.—Double term. Ability to pass a thorough examination in plane and solid geometry; a knowledge of how to investigate relations and how to teach others to attain the same end.

German.—One hundred and twenty weeks. First double term covers a careful study of the pronunciation phonetically, a drill in the rudiments of the grammar, the reading and translating of useful sentences, ability to write from dictation, and to read and translate the simplest German at sight. A reader is used in connection with the grammar, which gives the student incidentally some knowledge of German life and customs, geography, history, and literature. Oral questions on this reading are given and answered in German and some poetry is memorized. By this method, the eye, ear and vocal organs become trained in this language.

The second double term reviews in a general way the work of the first term, adds some grammatical principles, particularly the subjunctive, and emphasizes the practice in composition. Either the reader is continued or some little things such as "Der zerbrochene Krug" and "Immensee," are read. The poems to be memorized in this term are "Der Handschuh," "Einkehr," "Die wandelnde Glocke," and others. The student is required to memorize all corrected work in composition, in order to increase his vocabulary and to fix the idioms in his mind.

Third double term: Wilhelm Tell or Die Jungfrau von Orleans is studied. The play is read and fully discussed in class. Parts of it are memorized after being considered in their relation to utterance and the character which uttered them, and the student is held responsible for an outline of the work as a whole or by acts. In connection with the text the sources of the play and its relation to history are considered. Thomas's Life of Schiller is read outside the class. This work makes a larger study of the grammar necessary, for which Thomas's Practical Grammar is used. Added to this is the comparison of German and English and a study of the cognates. This term reviews the grammar from the higher standpoint of syntax. German composition is continued with more difficult selections. Besides lyric poetry some popular ballads are memorized.

Fourth double term: By this time the student has gained considerable strength—first, memory; second, reasoning power; third,

by comparison, a better understanding of the correct use and an enlarged view of English grammar. His preparation in the German language has given him a readiness to read a modern comedy with its more difficult idioms. Freytag's Die Journalisten is taken up in class and some knowledge of the life and works of Freytag is obtained by outside reading in English reference books. The relation of comedy and tragedy and the aims of this comedy are discussed. Anno 1870 is also read in class, with a study of the Franco-Prussian war, its causes and results. In this term original work in composition is begun.

Third and fourth years: In connection with Harris's or Von Jagemann's Prose Composition, the work in original composition is continued. Alternating with the composition Minna von Barnhelm is read. Each student is required to write a theme on some subject connected with Lessing's life, his place in and relation to German literature. Some larger poems, among others, Bürger's "Lenore," are memorized, and five simple stories, such as "Das kalte Herz," "Höher als die Kirche," and "Anfang und Ende," are read outide the class. The test is on the plot, events, description, and characters, with a brief sketch of the author's life. The work includes a careful study of Goethe, with the study in class of "Hermann und Dorothea," and "Iphigenie." The poems memorized are from Goethe. Themes are prepared and more difficult stories are read outside the class. The work also includes a study of masterpieces, such as "Nathan der Weise" and "Wallenstein." Also a study or one or more works of modern writers, as Hauptmann, Sudermann, or Frenssen. Besides the other kinds of outside work, Francke's Social Forces in German Literature, or some other history of German literature, is read.

For still more practice, a German club meets once a week, and a German play is given each year with the commencement exercises.

Government.—*Course 1.*—Actual Government as Applied under American Conditions, by A. B. Hart, is used as a text. The local, the state and the national governments are studied as to theories, history, problems handled. Relations among these various forms of government, and their relations in commerce, finance, etc., with other nations are examined. Besides the text, the library is extensively used.

Course 2.—Departmental Service and External Relations of the Federal Government. The work of each executive department is studied, to show how far-reaching is its influence in national affairs. Each bureau is presented and the work detailed. National rights in war, in treaties, etc., are presented, in order to understand

thoroughly the fundamental law of all nations. Besides text and library, lectures and reports are used.

History, American.—*Course 1.*—Colonial History, 1492–1789. A careful study of the formative period of our national life. Special attention is given to the study of the European background, the important documents, and to the rise of that Americanism which gave birth to independence. The evolution of the constitution forms a very important part of this course. Text, library, and reports.

Course 2.—Constitutional History, 1789–1860. The following points index the line of study: The establishment of the government under the new constitution; internal progress; external complications; varied interpretations of the constitution lay a foundation for the possible dismemberment of the Union. Text, library, and essays.

Course 3.—Constitutional History, 1860–1900. A careful analysis of the conditions which culminated in secession; the struggle in Congress; four years in the field; reconstruction; the new South. Library investigation, lectures, and reports.

History, Education.—Double term. Antecedent work is required in general history. The aim of this course is to present a view of the meaning of education as affected by the process of historic evolution. It is not so much an accumulation of facts as a study of relations; an attempt to trace, so as to observe its historic continuity, the intellectual life of the race. No text-book is used, but Cubberley's Syllabus of Lectures on History of Education in the hands of pupils serves as a guide to bibliography, supplemented by references arranged by the instructor. The method of recitation is conversational, the pupils reporting on the phases of the work concerning which they have read. This is followed by free discussion, supplemented by informal lectures by the instructor, intended to contribute to the orderly arrangement of the work in the minds of the pupils. The student is expected to organize his own work from his reading and thinking, aided by the contributions and discussions of the class and the suggestions of the instructor. A general review of the whole work is based upon topics dictated by the instructor. About 500 volumes placed upon reserve shelves in the library during the term furnish the material for the use of the class. Study of educational progress as a phase of social evolution; pre-Christian systems, specially Greek and Roman, with particular reference to their relation to the development of the medieval and modern school; the transition from pagan to Christian education; modern education since the renaissance; educational reformers and innovators; the development of modern

school systems, particularly German, French, and English; detailed study of education in the United States. Work presented by topical outline, questions, lectures, and copious library references, the aim being to give a comprehensive view of the scope of the subject, and to furnish a general introduction to pedagogic literature and the study of educational theory from its historic aspects.

History, General.—*Course 1.*—One term. History of Greece. The attempt is made to trace the artistic, intellectual, religious, social and economic as well as political development of the Greeks—familiarizing the pupils with the permanent elements of Greek history. The course is given with special reference to the needs of teachers in secondary schools. Required of all students who do not take course 1[1].

Course 1[1].—One term. History of Rome. In this course a brief outline is given of the origin and growth of the Roman state; the development of the Roman constitution under the republic; the erection of the empire on the ruins of the republic; the decay of paganism and the rise and progress of Christianity; and the beginnings of modern nations. In tracing the history of Rome, topics like the following will be given special attention: The agrarian laws, the provincial system, Hellenism, the development of parties, economic conditions, Roman citizenship, the army, the frontiers, and the contact with barbarism. Required of all students who do not take course 1.

Course 2.—One term. England: From the Earliest Time to the Present The purpose of this course is to give to the student a comprehensive knowledge of the foundational principles of the English state. The Celtic, Roman, Anglo-Saxon and Norman influences. The reformation in England, the struggle between king and parliament, English industrial and social progress, colonial expansion and the growth of democracy suggest the topics emphasized. Each student is required to make a report on some topic suggested by the instructor. Required of all students. Prerequisite: Course 1 or 1[1].

Course 3.—One term. History of the Middle Ages. A general survey of the history of western Europe from the establishment of the Roman principate to the beginning of the reformation. Special attention is given to such topics as: The origin and character of feudalism; ecclesiastical institutions; the organization and civilization of the early Germans, and their fusion with the Romans; the struggle between the papacy and the empire; the crusades and the rise of towns; the various foundational principles of the modern state. Required of students taking history as a major. Prerequisite: Course 2.

Course 4.—One term. Modern Europe. The principal topics treated are: The reformation; the struggle for constitutional liberty in England; the ascendency of France under Louis XIII and Louis XIV; the rise of Prussia; England's colonial supremacy, and the era of the French revolution. Required of students taking history as a major, and elective with course 2 for the life certificate. Prerequisite: Course 1 or 1[1].

Course 5.—One term. The French Revolution. The history of Europe from 1789 to 1815. The object of this course is to give intensive work on a limited period of European history. Very much library work is required. Prerequisites: Courses 2, 3, and 4.

Course 6.—One term. Europe in the Nineteenth Century. The political history of continental Europe from 1815 to the present time. Alternating with course 5. Prerequisites: History 2, 3, and 4.

Course 7.—Double term. Seminary. Individual research work, under the guidance of the instructor, on some subject assigned at the beginning of the term. The results of the investigations are presented from time to time, and are finally embodied in papers in suitable form. Open to seniors in history.

Course 8.—Constitutional History of England since 1845. A detailed study of the development of constitutional government in England from the end of the middle ages to the present time. Alternating with economics 4. Prerequisites: History 2 and economics 1.

Course 9.—Double term. The Industrial and Economic History of England. With constant attention to the evolution of present economic conditions and the rise of current social problems. Alternating with course 8. Prerequisite: Economics 1.

Kindergarten Courses.—The work of the kindergarten carries out the plans and principles laid down by Froebel, involving only such changes and modifications as modern scientific investigation has suggested for its improvement.

The gifts and occupations devised by Froebel, as also the songs and games found in the "Mother Play Book," form the bulk of employment in which the children engage.

The nature work follows in its plans the thought suggested by the seasons of the year. In the fall, the leaf coloring, the depositing of the seed and the preparations of nature for her universal rest are the themes for consideration. During the winter, the manifestations of frost, ice, and snow, and the introductions of the months and seasons by name, as also the leading events each month suggests, become again topics of interest. The return of spring affords abundant occasion for pleasing and instructive lessons in nature's awakening, in both her animate and inanimate creations.

The budding twigs and sprouting bulbs and seeds, the amphibia, that, per force, visit the kindergarten in a glass jar, are used to exhibit to eager and curious eyes their strange metamorphosis; the marvels of insect life, and the beauty sleep of the worm, destined to float intoa second life on four exquisite wings, demand attention. In short, all the mysteries of nature present themselves to the awakening mind of the child, that they may enter in and become a part of his intellectual growth.

The mathematical or geometrical basis of kindergarten is designed to develop ideas of form, number, size, relation, direction, position, dimension, solids, surfaces, and points. It is through the training afforded by this basis that the eye becomes quick and correct in its observations, and the hand, through manipulation of the material, becomes schooled to a nicety and accuracy of touch. The harmony of color and originality of design found in what is known as the occupations develop in children that love of the beautiful which finds a higher fruition in a more universal appreciation of the outspread beauties of nature in all her manifold phases, while the songs and games promote a corresponding development in rhythmic and graceful motion of body and harmony of sound.

The entire atmosphere of the kindergarten is designed to meet the needs of the child. It is flexibility without laxity; it is freedom without license; it is work without drudgery; it is play without frivolity.

To conclude, the kindergarten, in its design and in its creditable execution, provides for children those natural conditions in which they find their best growth. It furnishes opportunity for that intercourse of child with child which nature demands, and so becomes a kind of social refuge for the many children who find in their own homes only the companionship of the "grown-ups." It is, indeed, a child garden, a place of growth.

Brief Training for Teachers.—The course of twenty weeks of kindergarten principles and methods is especially planned to give primary teachers some knowledge of Froebel's theory of education, so that they may not only know how to utilize his principles to the betterment of their own classes by employing the children in the rudiments of many pleasant and useful industries, and thus fill in the time between recitation and recitation, but also to bridge over the chasm which would otherwise exist between the kindergarten and the first primary in those towns where the kindergarten has already found a foothold. It also affords the country teachers such a knowledge of the handling of the kindergarten material as to enable them usefully to employ the time of little children, who so often have nothing to engage their attention in these schools where

may be found all the grades from the first primary to the grammar grade.

In this twenty-weeks course the teachers get a good idea of the theory of the kindergarten gifts; also a knowledge of how to handle and present them to a class and of the kindergarten occupations. They do a sufficient amount of cardboard sewing, paper-folding, paper-cutting and mat-weaving to instruct children to quite advanced grades. The songs and games which they learn are also the natural and pleasant equipment not only of the kindergarten, but of the first and second primary schools, and also admit of utilization in grades farther along. In addition to the branches already enumerated, students in this department take thirty weeks of Normal work in the offered eighty of clay modeling, drawing, and elementary psychology, under the heads of those departments which have these studies especially in charge. The teaching done in the kindergarten is directly under the supervision of the instructor, and all the pupils meet this instructor during the afternoon hours for the lesson in their work, and they also have the regular weekly meetings where the work is outlined for them, and when the teaching of the past week comes under discussion and criticism. During the periods when not teaching the pupils are observing those who are, and are requested not only to bring to their meetings questions of doubtful or obscure points, but also to criticize that which seems to them untrue to the principles of pedagogy. The young ladies in the department are given a line of reading which bears directly upon their work, and they also are required to take their turns in leading, not only in the circle games, but also, since character building through stories is considered an important feature of the kindergarten, they take turns in telling stories for the amusement and instruction of the children.

Kindergarten Course.—One year. No student under eighteen years of age will be admitted to this course. The first year's work in arithmetic, elocution, geography, English and orthography must be completed before this course is begun. No candidate for the certificate will be accepted who has no ear for music. Members of the classes will be required to do such daily observation and practice work in the kindergarten throughout the entire course as the principal may deem necessary.

Theory of the kindergarten: Gifts and occupations. Nature study. Program study. Education of Man. Mother Play Book.

Pyschology, ten weeks.

Child study, ten weeks.

Clay modeling, ten weeks.

Drawing, twenty weeks.

A special diploma, not a valid certificate, is given on the completion of this course.

Kindergarten Methods.—One term. The class meets daily for one period of the morning only, and receives in a much abbreviated form the work given to the twenty-weeks pupils. This consists of a description of the gifts and occupations of kindergarten, the points of difference between Froebel and other educational reformers, and the logical reasons for his basis of the kindergarten. There is no handling of the gifts save as they are shown and explained and their logical sequence and capabilities demonstrated to the classes. The occupations are introduced to give the pupils a knowledge of their relation to the gifts, and also quite a goodly amount of them brought into actual use, so that those taking instruction can use them in their schools not only with benefit to themselves, but, what is of more importance, with benefit to the children whom they teach. Froebel's Fifteen Fundamental Principles of Education form topics of discussion before the class, and are the theme on which the lectures for this ten weeks are based.

Latin.—One hundred and twenty weeks. The Arabic numerals are used in the program, as explained in connection with the German, for distinguishing double-term divisions of the subject. Latin 7 and 8 can be taken in connection with 5 and 6 for the testimonial of special proficiency in this subject, or this and additional Latin can be taken for credit on the college course. Latin 4 is the division in which to take special work in methods.

No preparation is required for entrance into the classes beginning Latin other than the general requirements for admission into the School. Four years of Latin work are offered; three years are required for the completion of the Latin course. A year is one hour per day of classroom work for forty weeks. The three years required may be the first, second, and third, or the first, second and fourth years. A certificate of special proficiency is given to students maintaining a high grade and completing the additional year. Graduates of accredited high schools, having had the usual Latin of a high-school course, are admitted to advanced standing and credited with the work of terms 1, 2, and 3, conditioned on their successfully taking 4, with 5 on completing 6, with 7 on completing 8.

The work of the Latin department is arranged by years as follows:

First Year.—Beginning Latin, based on Lowe and Butler's Bellum Helveticum. This covers as a text for reading the thirty paragraphs of the Helvetian war. This implies thorough and systematic drill in all Latin inflections, the careful development of

points of syntax as rendered necessary by the text, and supplementary drill in the writing of Latin and English sentences illustrating the vocabulary and constructions of Cæsar. The prime purpose of this year's work is to secure the ready and accurate recognition of forms and the development of the true meaning of each connected Latin sentence, *in the order in which the words are written*, by observing the significance of each variation in the forms of inflected words. Oral reading of each Latin sentence is insisted on for the formation of correct habits of Latin pronunciation.

Second Year.—Cæsar's Gallic Wars, seven books. The first twenty weeks the class read three to four books with supplementary prose composition from Riggs's *In Latinum*, based on Cæsar. The specific purpose of this term's work is to secure fluency and accuracy in connected reading, and the emphasis of the drill is placed upon points of syntax, particularly all case constructions, the constructions of the indirect discourse, and the various uses of the subjunctive. The ideal in preparation is to let no sentence pass without an exact appreciation of the syntactical relations of every word. The ideal in translation is to render into idiomatic English the Latin sentence and yet to preserve as far as possible the Latin order, and to reproduce the Latin construction wherever consistent with the English edition. Frequent references are given to Bennett's Grammar. In the second term of the second year the fifth, sixth and seventh books of the Gallic Wars are read rapidly, much of it at sight. This work is accompanied by systematic study of the grammar and the grouping for classification and comparison of the various grammatical constructions in each book. As the students taking this course are usually more mature than the average high-school students, this term's work is accompanied by a presentation of Latin methods, emphasizing the fine point of approach to each subject of drill on the part of the Latin teacher. Attention is also given to the historical and geographical setting of the commentaries.

Third year.—Cicero, six to seven orations, with supplementary work. The fifth term's work includes the four orations against Catiline, with the life of Cicero, and such study of the historic setting as is necessary to an understanding of the orations. The same methods of grammatical study as before are continued, with particular drill on the conditional sentence. Riggs's *In Latinum*, based on Cicero, is used for prose composition. The sixth term is given to the study of selected orations, usually the orations for the poet Archias and the Manilian Law, with particular study of the Latin period and the rhetorical effect of Cicero's choice of the or-

der of words. This is usually followed by a ten-weeks course in Roman political institutions.

Fourth year: Virgil's Æneid is studied for thirty weeks. Ten weeks is devoted to the study of Latin and Greek literature, particularly as connected with the Trojan story. The work in Virgil emphasizes discrimination in the meaning and use of Latin words, rhetorical figures, grammatical constructions peculiar to poetry, prosody, and the biography, literature and mythology suggested by the text. The special work in classic literature is intended to broaden the field by the reading of good translations for which the work in Virgil is an introduction.

PURPOSE AND METHODS OF STUDY.—The general purpose of the Latin work for discipline and culture and the methods of teaching and study have perhaps been sufficiently indicated in the foregoing details of the course. The work covered so far as the books read are concerned is that of the average high school, but with the more mature Normal student the work is intensive, and the methods are materially modified by the attitude of the pupils toward the subject as intending teachers. This is particularly true in the first year in the frequent application of Latin construction to the principles of English grammar, and in the special work of the second term in each of the following years; the second year emphasizing methods of study and presentation from the grammatical, the third from the historical and the fourth from the literary side.

LISTS OF HELPS.—Following is a partial list of books used for reference and supplementary reading: Cæsar, Cicero, and Virgil, in the series of Ancient Classics for English Readers; Lives of Cæsar, by Forde, Dodge, Napoleon III; Lives of Cicero, by Forsythe, Trollope, Davitson; Life and Letters of Cicero, by Jeans; The Conspiracy of Catiline, by Sallust; Roman Constitutional History, by Granrud; Classic Myths, by Gayley; Myths of Greece and Rome, by Guerber; Age of Fable, by Bullfinch; Life of the Greeks and Romans, by Guhl and Kohner; Private Life of the Romans, by Johnson; Private Life of the Romans, by Preston and Dodge; Roman Poets of the Augustan Age, by Sellar; The Country of Horace and Virgil, by Boissier; Latin Poetry, by Tyrrell; Standard Translations of the Iliad, the Odyssey, the Metamorphoses of Ovid, the Dramas of Æschylus, Euripides, and Sophocles; Histories of Latin Literature, by Cruttwell, Simcox, Tueffel, and Schwabe; History of Greek Literature, by Jeans; Classical Dictionaries of Anthon, by Smith and Harper; Ancient Lives of Virgil, by Nettleship; Three Pronunciations of Latin, by Fisher; The Pronunciation of Latin, by Lord; Helps to the Study of Preparatory Latin, by Harrington; Greek

and Roman Mythology, by Harrington and Tolman; The Teaching of Latin and Greek, by Bennett and Bristol.

Library Training.—The importance of the library has long been recognized in connection with college work, and to some extent with that of the high school, but only recently has it been realized that the school library has a place in the ungraded schools. Necessarily the direction of the library work of the pupils, the selection of books and the care of the school library fall upon the teacher. Theoretically, every teacher knows books, the tools of his profession; practically not one in a hundred has more than the most superficial knowledge of them. In this condition is found the justification of library management in a normal school. The Kansas State Normal School offers three courses, each of which is described in detail according to the following outline: Object, preparation, calendar, methods, reference and text-books.

How to Use the Library.—The aim of this course is to teach the Normal students how to use the library of the school in connection with their class work. All students doing the work of the last half of general history are required to take this course. All who are admitted to the Normal Department are eligible to it. The class meets once a week, for ten weeks, and the course is repeated every term. Lectures are given on the following subjects: The classification of the library and the arrangement of books in the reading-room; the catalogue and how to use it; periodical indexes; the best books for reference in various subjects, as history, statistics, etc.; how to look up a subject in the library; government documents and their value.

Library Management, Teachers' Course.—The purpose of this course is not only to teach the students how to select and care for a school library, but to enable them to teach their pupils how to use a library. Students must have finished the first half of the third year's work, or, on the payment of an irregular fee, may be admitted after completing English literature; these requirements assuring some knowledge of books and authors. When the work is fully adjusted all students taking this course will have previously had the lectures on "How to Use the Library." The course extends through ten weeks, with five recitation periods each week, and is repeated every term, including the Summer Session. The lecture method of instruction is followed almost exclusively, because few text-books have been written upon library work and none upon school libraries. The methods in use in public libraries must be simplified to meet the limitations of the school library, especially in regard to time and money. Lectures are given upon both general and technical library topics as applied to school libraries, with prac-

tical problems assigned after each lecture. The general lectures discuss such topics as the following: The school library, its use and purpose; school-library legislation, children's literature, the library movement, bookmaking, reference books, furniture; and supplies. Technical lectures are taken up in the order necessary in actual work, and include the following: The principles which should guide in selecting books for a school library, how to order books, accessioning, classification, and simple cataloguing. The practical problems assigned illustrate the principles discussed in the previous lecture, and correspond to the laboratory work of the science department. Problems are written out, handed in, corrected, returned, and discussed in class. Students are encouraged to ask for the best and simplest methods, and to seek for the principle underlying each problem. Each student has actual practice in classification and arrangement of books on the shelves, and catalogues during the term from seventy-five to eighty books. The text-books used are: Simple cataloguing rules for a school library, adopted from Dewey's Simplified Library-school Rules and Handbook of Library Organization, published by the library commissions of Iowa, Wisconsin, and Minnesota.

LIBRARY.

Library Management, Librarians' Course.—This course aims to improve public-library work in the state. The work is planned to aid those already in library work, but who feel the need of instruction in modern library methods. The aim is to give as thorough a course of technical library training as can be given in so short a time. All topics are discussed with the public library in view. Admission is granted to graduates of the State Normal or other institutions of like scope, to all holding library positions or under definite appointment to such positions; also to those who pass an examination on current events and have made the Normal Department record on American history and constitution, general history, and English literature, or pass an examination in those subjects. The course is offered only during the Summer Session, that being the time which those employed in public libraries find most convenient. The methods used are the same as those in use in the teachers' course, lectures, problems and practical work in the Normal library being given daily. The work consists of the teachers' course, previously described, and additional lectures, among which are the following: Order and accession—principles and aids in book selection, mechanical preparation of books for the shelves, care of serials, the accession book; shelf—arrangement, book numbers, labels, shelf-list, inventory; loan—charging systems, rules, statistics; binding—essentials, preparation of books for the bindery, repair work; bibliography—trade bibliography for the small library; lectures by teachers in other departments on the literature of their subjects; classification—a study of the decimal classification, with practical work; cataloguing—lectures and practical work in dictionary cataloguing; reference work—the use of the various reference books and methods of work; work with children—children's reading, children's rooms, relation of the public library to the public school. The course requires two hours in the classroom, two hours of practical work in the library, and from four to six hours in preparation, five days in the week. All preparation work must be done in the library.

The following books are used:

American Library Association List of Subject Headings for Use in Dictionary Catalogues. Library Bureau, $2.

Catalogue of A. L. A. Library. United States Bureau of Education. Free.

Cutter.—Rules for a Dictionary Catalogue. United States Bureau of Education. Free.

Cutter.—Alphabetic Order Table. Library Bureau, $1.25.

Dana.—Library Primer. Library Bureau, $1.

Dewey.—Abridged Decimal Classification. Library Bureau, $1.50.

Dewey.—Decimal Classification. Library Bureau, $5.

Dewey.—Simplified Library School Rules. Library Bureau, $1.25.

Papers Prepared for the World's Library Congress, 1893. United States Bureau of Education. Free.

Plummer.—Hints to Small Libraries. Published by the author, 50 cents.

Students also have access to the following aids: Files of the Library Journal and Public Libraries; Catalogue of Peabody Institute Library, Baltimore; Boston Athenæum Catalogue; United States Catalogue; and the bulletins of the following libraries: Salem, Mass.; Springfield, Mass.; Cleveland, Ohio; Kansas City, Mo.; Los Angeles, Cal.; Providence, R. I.; Pratt Institute, Brooklyn; and other material in seminar room.

Library Science, Advanced Course.—This course is given, first, for those who recognize the fact that library training will make them more efficient teachers; second, for those who desire further instruction in library methods than can be had in short summer courses. The aim is not only to give technical training but also general culture along library lines. Library science is one of the major studies for the degree of A. B. in education, and the course is so arranged that the work may be carried on in connection with minor studies over a period of four years, but no part of it is offered during the Summer Session. Any one who so desires may devote his entire time to library work, and so complete the course in one year. In this course the summer course for librarians is much expanded, and, in addition, typewriting, library history, organization and administration, bookmaking, children's literature, selection of books, books and authors, and library news are included.

Library Science, Summer Term.—Either half may be taken without the other, though the course is continuous. Any separate course, such as children's literature or reference, may be taken in connection with work in other departments.

First five weeks: Note-taking; library handwriting; selection and purchase of books; trade bibliography; mechanical preparation of books; accession; shelf-listing; classification; book numbers; library commissions; traveling libraries; reference; practical work in the library; children's literature; cataloguing.

Second five weeks: Public documents; loan systems; library administration (including work with schools); reference; binding and

INTERIOR OF LIBRARY.

repair of books; bibliographies; practical work in the library; cataloguing. The course in cataloguing is continuous for ten weeks.

The Value of Trained Librarians.—(Published in *Public Libraries*, as a letter sent by James H. Canfield in answer to an inquiry from a trustee.)

"Replying to your inquiry concerning the relative value of trained librarians and those without training or experience, I beg leave to say that there is precisely the same difference in connection with library work as that which obtains in connection with any position where skilled labor is of value.

"In a large library, where readers are apt to find what they want in some form or other, and quite possibly may find this without much assistance, in a certain sense the trained librarian is not as important as in the small library. In a small library it is necessary to make the best possible use of every book and of the detailed contents of every book, to find information in out-of-the-way corners, and to make all this peculiarly available and attractive to the community in order to make the library efficient and in order to build up the library. In a comparatively small library, therefore,

in a certain sense the trained librarian may be even more useful than in the larger library.

"But it is perfectly well understood, not only by the library profession, but by the laity at large, who have had occasion to make intelligent use of libraries, that a trained librarian is absolutely essential to the efficiency and upbuilding of any public library. Library work is just as much a profession to-day, for which there should be careful preparation, as is the work of teaching. There was a day when it was thought that almost anybody could 'teach school'; but that day is past. There was a day when the community was satisfied, or thought it was satisfied, if any dear old lady or dear young lady sat in the doorway of the public library and prevented the books from getting down off the shelves and wandering out into the cold, cold world; but that day has gone by. A trained librarian can get more out of an unabridged dictionary than an untrained librarian can get out of a library of a thousand volumes!"

Literary Criticism.—One term. This work is offered in several single courses, one of which is required for graduation. The others are elective, and count on the college course or prepare the way for courses that lead to the certificate for special proficiency. Resourcefulness and the power of initiative for the pupil-teacher are the ends in view. Much attention is given to literature, with especial reference to its use in the schools of the state. Poetry is studied for the sources of the poet's inspiration and for his attitude toward the great purposes of life; the novel and short story, for motive, plan and development of character; folk-lore and culture-lore, with reference to the nascent period of life. Principles rather than plans, underlying laws of growth rather than specific and mechanical methods, receive attention.

Course I.—Lord Tennyson: his narrative and lyrical poetry; the short story; the modern essay.

Course II.—Comparative study of the nature element as found in Shelley, Lowell, Keats, Wordsworth; nature as seen by our best writers; literature for children.

Course III.—The schools of poets, based on Matthew Arnold's Canons of Criticism, etc.

Besides the two extra courses offered here, still others will be added for the collegiate course.

This work in English, known as literary criticism, is an esthetic and critical study of masterpiece literature, as well as the preparation of papers that shall show literary excellence and be the result of original research. Parallel courses are offered. The student is

permitted to avail himself of more than one and to decide whether he will follow the lines chosen for the class or acquire the art of independent study under careful supervision. The aim of these courses is the highest culture for the individual and the best equipment for the professional work that is to follow graduation. Some of the studies offered are: (1) Tennyson and Browning. (2) Some modern essayists—Emerson, Carlyle, etc. (3) The schools of the poets, based on Matthew Arnold's Canons of Criticism. (4) The novel, its technique, etc. (5) Great epics. (6) Lyric literature. (7) Myths and the literature they have inspired.

Literature.—Double term. This course offers (1) a study of the great literary movements, the spirit that animated them, and the men whom they developed; (2) a critical study of some of the great masterpieces. The first half of the time is devoted to men and movements prior to the middle of the seventeenth century, and to the study of Shakespeare.

This is primarily a study in literature as a natural outgrowth of "experience, history, and aspiration." It therefore finds its root in the history of the development of racial literature and has a twofold aim: To acquire the power of steady and permanent interest in the longer forms of literature; to gain that wealth of character and effective literary training which come from inducing the mind "to grip with concentrated attention and with one synthesizing act of mastery the many parts of a multiform whole of imagination, exposition, or argument."

There are two ways of conducting this course: Laying special stress on the dry details of fact history; building up the facts through the study of literature itself. So far as possible the latter method is chosen. Chaucer's Canterbury Tales read with the proper spirit makes real knighthood and its chivalry, the slow disintegration of existing forms of government and society, that evolution, not revolution, may result therefrom. Shakespeare, Spenser and Bacon prove that England needed her 150 years of academic training, etc.

In this course, dramatic literature, the logical sequence of epic and ballad, commands attention. The technique and content of Shakespeare's plays never fail to render the thoughtful more thoughtful and to sink still deeper those convictions upon which all true and lasting character is builded. Milton's versatility and themes help the student to recognize the universality of the race and the brotherhood of man, even though the class work is given to the literary excellences of the poet's work. Only the more significant periods of the national life and the literary types produced receive attention. Since the child types the race, the con-

viction is not unfounded that this method of study equips the teacher to meet the needs of the children entrusted to her care.

Creative work goes hand in hand with the appreciative study. Papers are carefully prepared on such themes as the growth of the English Bible, the Bible as literature, the Arthurian cycle, the development of the novel, comparative study of men or eras or masterpieces.

Manual Training.—This department includes not only practical work, but the work of manual-training lectures, and the preparation of reports and essays. The exercises are executed in full, as needed to bring out all the general processes in making the exercise. The models are made from working-drawings, models, and descriptions, and all pupils are required to make working-drawings of many of the models made, as well as to design their decoration as a part of the drawing work.

The exercises are embodied in models, and are so arranged that in the series each new exercise brings into use either a new tool or a new method of using a tool, in such a way that the development is progressive.

The central idea is social efficiency, and clustering around this are methods of technique, material of construction, methods of application, and adaptability to the pupil in his local environment.

With the acquisition of the power to execute in the right manner comes the necessity of utilizing it in the construction of the beautiful as well as the useful, bringing forth the finished article in its highest perfection.

The development of the pupil is of a broad character, and the work enables him to judge of his capabilities.

In this department the instruction is such as to equip thoroughly our students for teaching manual training. Special consideration is given to those matters that will be of value to teachers organizing and equipping a manual-training department.

Our particular work is to equip teachers to give them the greatest range of work, to add to their school work the necessary information that a teacher requires, which is generally omitted in the ordinary school work. Each student receives practical experience. Provision is made for the opportunity for taking charge of classes, grade teaching, and performing all duties of the regular teacher in charge.

Manual-training Drawing.—Double term. This course is intended as a prerequisite for the course in manual training. It includes working-drawings, developments, the construction of geometrical plane figures, and pleasing forms based upon them; a study of historic ornament and the principles of decoration; color

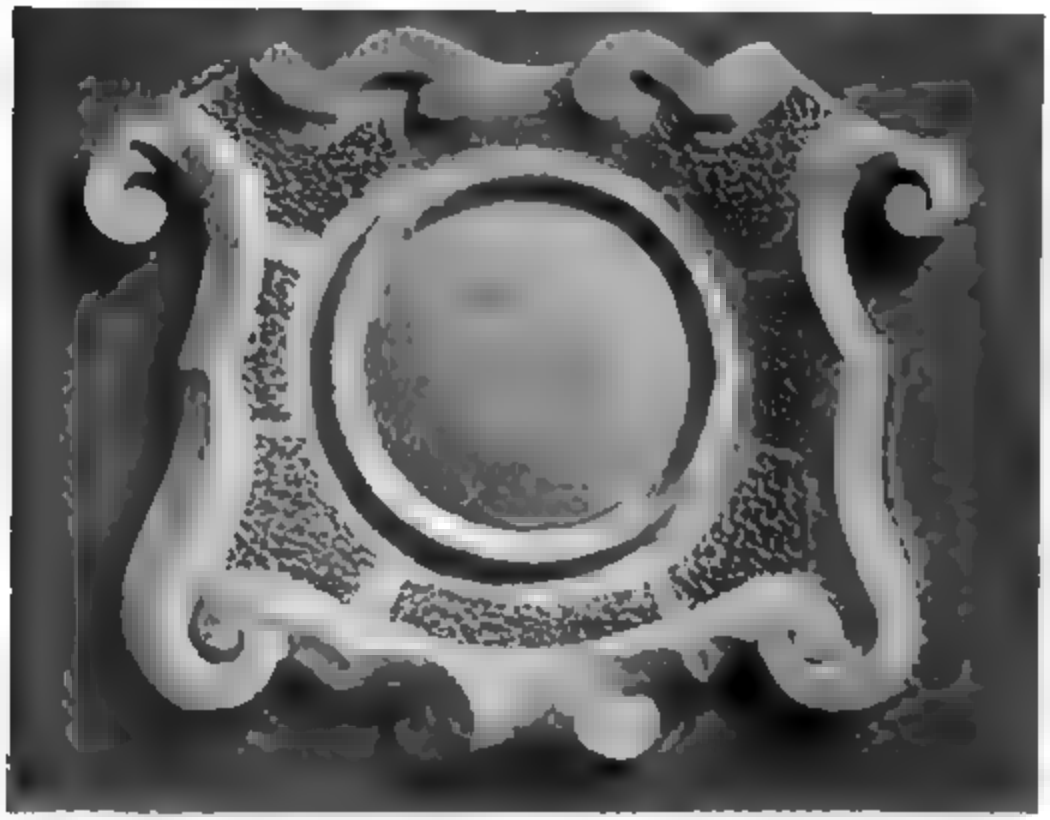
harmonies; designs for wood-carving, pyrography, bent-iron work, etc.

Students with half credits in drawing I, who desire to prepare for entrance to the classes in woodwork, wood-carving, or clay modeling, may take manual training 2, and be credited as having completed manual training 1 and 2, but in making such a record would need to take the full twenty weeks of new A drawing, just as if they had never taken any A drawing.

If the half credit in the old drawing I as heretofore given combines with the second ten weeks of the new drawing I, the full drawing I credit is given, but the full twenty weeks of manual training 1 and 2 would be required to take the manual-training course.

Clay Modeling.—Three terms. The student must have had from ten to twenty weeks of drawing, specially preparing for the work. (1) Hand work in the manual-training room. (2) Study of related topics. (3) Preparation of a paper.

A course in clay modeling may be completed in twenty weeks. Three terms of ten weeks each are provided; the beginner may commence the work at the beginning of either of the five ten-weeks terms of the year. The daily lessons are forty minutes in



CLAY MODEL.

Made from State Examination in Manual Training, August, 1905.

length, and in addition one and one-half hours of work are required each day.

As to method in the clay-modeling course: (1) Each pupil is required to manipulate the clay; to perform work in cardboard, weaving, basketry. (2) Individual instruction is used in connection with class instruction. (3) Various phases of the work are considered, as: The place of clay modeling in the public schools, the teacher, the equipment, the social value of clay modeling, ornamentation.

The special objects to be attained are: (1) The acquisition of a more exact coordination of motor and thought activity. (2) The acquisition of a careful, methodical way of procedure. (3) the acquisition of the ability to express thought in concrete form. (4) The acquisition of a working knowledge of the educational value of clay modeling, paper-folding, cardboard work, weaving and basketry.

Reference books: Tadd's New Methods in Education, Holland's Clay Modeling. Tools and supplies: For clay modeling—clay-modeling tool, hat-pin, rule, compasses, slate clay. For paper work—scissors, pencil, rule, paper (cover or wall), pulp-board, paper (lining and marble), binders' cloth, mounting paste, knife, straight-edge (for cutting). For weaving—shoe-strings, box cover, twine, zephyr or carpet-warp, coarse needle. For cord work—cord, shuttles. For basketry—reed (Nos. 1, 2, 3, and 4), raffia (plain and colored), twine (coarse), grasses, coarse needle.

Wood-carving.—Three terms. The student must have had from ten to twenty weeks of drawing, specially preparing for the work. (1) Hand work in the manual-training room. (2) Study of related topics. (3) Preparation of a paper.

A course in wood-carving may be completed in twenty weeks. Three terms of ten weeks each are provided; the beginner may commence the work at the beginning of either of the five ten-weeks terms of the year. The daily lessons are forty minutes in length, and in addition one and one-half hours of work are required each day.

As to method in the course in wood-carving: (1) The students are required to work out provided designs and original designs, and complete one piece in pyrography. (2) Individual instruction is mainly used. (3) Various phases of the work are considered, as: The place of wood-carving in the public school, the teacher, the equipment, the use of tools, their choice and care, original design, relation of ornamentation to construction.

The special objects to be attained are: (1) The acquisition of a more exact coordination of motor and thought activity. (2) The

acquisition of a careful and methodical way of procedure. (3) The acquisition of the power to use hand tools well. (4) The acquisition of the ability to express thought in concrete form. (5) The acquisition of a knowledge of tools and wood, and their use from an educational point of view.

Reference book: Tadd's New Methods in Education. Tools: Gouges—No. 5, $\frac{5}{8}''$; No. 3, $\frac{3}{32}''$; No. 9, $\frac{1}{4}''$; No. 4, $\frac{5}{8}''$; No. 5, $\frac{1}{4}''$; No. 7, $\frac{1}{2}''$; No. 3, $\frac{1}{4}''$; chisels—No. 1, $\frac{3}{16}''$; No. 2, $\frac{3}{8}''$; veining tool—No. 10, $\frac{1}{64}''$; parting tool—No. 39, $\frac{1}{4}''$; mallet, carving table, clamp.

Wood-working.—Three terms. The student must have had from ten to twenty weeks of drawing, specially preparing for the work. (1) Hand work in the manual-training room. (2) Study of related topics. (3) Preparation of a paper.

The course in wood-working may be completed in thirty weeks. Three terms of ten weeks each are provided; the beginner may commence the work at the beginning of either of the five ten-weeks terms of the year. The daily lessons are forty minutes in length, and in addition one and one-half hours of work are required each day.

(1) In the wood-working course the students are required to perform fifty exercises on material for the making of the models; to make an object in bent iron structurally and oranmentally correct. (2) The methods of individual and class instruction are used. (3) Various phases of the work are considered, as: The place of manual training in the public school; the teacher; the equipment; the typical use of tools; their choice, care, and adjustment; history of manual training; the social value of manual training; kinds of work; design of models, including function and ornamentation; kinds of wood; use, texture, and finish; manual training in city and rural schools; local needs; logical systems; work based on interest; consideration of bent-iron work, structurally and ornamentally.

The special objects to be attained are: (1) The acquisition of a more exact coordination of motor and thought activity. (2) The acquisition of a careful, methodical way of procedure. (3) The acquisition of the ability to express thought in concrete form. (4) The acquisition of the knowledge of common woods, and the manipulation of common tools in a typical way to fashion the wood. (5) The acquisition of a knowledge of tools and woods, and their use from an educational standpoint.

Reference books: Goss's Bench Wook in Wood, Salomon's Teacher's Handbook of Slojd, Woodward's Manual Training in Education, Tadd's New Methods in Education, Dewey's The School and Society. Tools: Bench, nail-set, assorted bits (auger), chisels (firmer), spoke-shave, gage, half-round file, rule, pencil, try-

square, compasses, planes (jack, smoothing, and block), saws (cross-cut, rip, back, turning, coping), bench hook. General tools: Drill (Goodell's automatic), assorted bits (German, drill center, spoon), bevel, oilstone, grindstone. Supplies: Oil, waste, shellac, sandpaper, metal polish.

Methods, Common Branches.—The entire subject of arithmetic is reviewed with reference to methods of teaching. Especial emphasis is placed upon methods of imparting the knowledge of each topic to pupils who are taking the topic for the first time.

The subject of geography is presented with the purpose of bringing out its educative value and of developing principles that should govern in the selection of matter and the presenting of the same. The connection between geography and allied subjects is used to emphasize the importance of geography as a central study.

The work of an entire course of study is analyzed grade by grade; visits are made to observe class work in the public schools. Relief work in mache, sand and chalk modeling is taught. The larger use of maps and globes is emphasized.

From the simpler home lessons to the study of physiographic processes, the teacher's point of view obtains.

The work in English includes the application of general principles to specific problems, conferences regarding methods of presentation to determine their relative values, discussion of difficulties that arise in teaching this subject, pupil criticism of pupils' plan of work, a study of the art of questioning, so as to guide the pupil in his effort to correct wrong modes of thinking, and to adjust himself to those that are valid.

Methods, General.—One term. A text on methods for all school subjects is studied for recitation. The teacher in charge of general methods supplements the text with discussion of the latest and most-approved methods of teaching the different subjects, and the special teachers of those subjects also supplement their work with lectures on methods.

Music III.—One term. Rote singing is taken to let the students find their voices. Dictation work is given for the purpose of learning scale and key relationships. Note-reading in different keys, and practice in time-keeping in different kinds of measure, the application of all the foregoing to sight-singing, and the applying of the words of songs to tunes.

Music, Substitute.—Students whose hearing or voice limitations seem to prevent the taking of the above course are admitted to a special class called "brief" music, not because the work takes less time or gives less growth than the regular work of ten weeks, but

because this special class does not prepare for the second term's work in the subject. Those admitted to this class are trained with a recognition of the fact that they depend necessarily in their teaching work upon obtaining results through giving their pupils intelligent guidance, rather than leading them as expert singers usually lead. There is no more reason for expecting that all teachers of school music shall be expert singers than for demanding that all who teach penmanship in the schools shall be expert penmen, or, for an illustration more nearly related, that all teachers of reading shall be professional elocutionists. Experience has shown that some of the best results in school music have been attained by teachers who do not sing.

Upon taking up the study of substitute music, the students are given to feel that, as they are able to recognize the different sounds of speech, the inflections of the voice, degrees of force or emphasis in speaking, they are able to recognize the singing tone within the range of the speaking voice at least, and direct others in the use of the same, and when we remember that the singing voice is but the extension of increased range of the speaking voice, we have a glimpse of the possibilities of attainment for the earnest student.

Music V.—One term. A review of the work of the first ten weeks is given, including further development under the various headings of the first term. Skips and intervals that are more difficult are taken in the various keys, the minor scales are analyzed, and the principles of these scales applied to exercises and songs.

The latter part of the work deals more explicitly with methods of teaching in the schools. The different pupils are called upon to conduct model recitations with the class, and criticisms are given.

Oration.—Forty weeks; two orations. So far as time permits, a careful study is made of the personality of each student, and the training is adapted to individual ueeds. Frequent conferences with the instructor disclose the development of the oration and the further needs of the student.

Attention is called to the nature of oratory, and those pecularities of structure and style that distinguish it from other forms of discourse. In the process of the discourse there will be conciliation, instruction, conviction, persuasion, and these are all employed in order that the hearer may be moved to decision and to action. The art should not be an end in itself.

The prospective speaker is urged to become acquainted with his own heart life, and to find therein incentives to speech; to discover the extent and content of his own store of observations and experiences, and from this to draw much of the material for the oration. Originality is a constituent element in all true eloquence.

It is necessary to keep in view the audience to be addressed and the end sought, and to let these determine choice of facts and turn of phrase.

For the purpose of securing exactness of statement, much writing must be done, but care should be taken lest the larger thought of to-day be limited by the forms of yesterday.

Emphasis is laid upon the following principles: Vision—see clearly; vigor—feel strongly; sincerity—speak truly; force—speak simply; interest—speak from yourself. The whole being must serve.

A substitution for one oration may be the work of extemporaneous speaking, taken for twenty weeks.

First ten weeks: Lectures dealing with nature and various methods of speech; advantages and disadvantages of each method; students encouraged to *talk* informally on subjects self-chosen, and preferably relating to matters of personal observation and experience; simplicity and directness emphasized, careful analysis and preparation and logical order and presentation advised; student permitted to speak in manner and from place most conducive to self-possession. Criticisms mostly given privately.

Second ten weeks: Auxiliary reading in works dealing with principles of public speaking; debates; written outlines and briefs; team work; speaker must face audience; questions and interruptions permitted; animation and vigor emphasized. Criticisms in presence of class.

Oratory.—Either of these courses may be taken for credit on the life-certificate course. The other could be counted on the collegiate course.

Course 1.—Double term. The purpose of this course is to familiarize students with the lives and speeches of distinguished English and American orators; to awaken the creative impulse; to arouse a desire for noble public service, and to train voice and body to be responsive to thought and feeling.

Great orations are read and outlined to note construction and progression of thought. Later they are studied for delivery.

One day each week is devoted to extemporaneous speaking.

During this term especial attention is given to the expression of thought and feeling through the voice, and to the adaptation of the voice to large halls.

Laws of gesture are reviewed, and followed by original work in gesture. Each student is encouraged to use gesture wherever the thought of the speech calls for it. The gestures must be his own and not copies. Spontaneity is encouraged.

Attention is given to ease and dignity on the platform.

At the close of the first half-term, memorized excerpts from

great orations are given by the students. At the close of the term original orations or extemporaneous speeches are given by them.

Course 2.—Double term. If the work is taken in the last half of the year, it includes, besides the vocal culture and gesture, the following: A study of personation, with interpretation of scenes from "As You Like It," "Hamlet," "Macbeth," "Julius Cæsar," "Midsummer Night's Dream." There is extemporaneous speaking by the students once a week. The subjects are taken from Shakespeare's plays.

Two of Shakespeare's great dramas are studied during the double term. The student rehearses these once a week, for the reading of the lines, for interpretation, for action, and for the grouping of figures on the stage.

Lectures on the evolution of the drama, the history of English drama, the structure of the drama, the structure of the scenes of the drama, on the term play, on the history of oratory and the essentials of oratory are given to the class.

Orthography.—Work taken from Reed's Word Lessons, omitting the work assumed to have been done already in the work of the state text, and omitting also those portions of the book which are not strictly spelling drill.

Philosophy of Education.—One term. In this course the aim will be to lay the foundation for a theory of education from the twofold aspect of society and the developing mind of the child. The principles underlying physical, intellectual and moral education, with their practical application in the various stages of the child's development, are worked out, with the purpose of giving the student a knowledge of educational aims and ideals, and enabling him to evaluate the materials of instruction.

Philosophy of education comes late, it being the student's final subject in the professional work. So far the psychological work has been concerned with the mental processes in their scientific aspect. It is the purpose here to present the fundamental principles lying back of education. This work is of use if it merely serves to call attention to the field of philosophy. It is the student's right. It is his opportunity to come face to face in his preparation with those great ideas which have occupied the minds of men through the ages. Such concepts are presented as: Self-activity as a productive cause; Plato's three stages of thought, with the philosophical view of the world each carries with it; how the higher faculties develop out of the lower, and the danger of producing arrest in the lower stages of the mind's activity; the question of the freedom of the will from a psychological and a philosophical standpoint; discussion of the three so-called *a priori* ideas of

time, space, and causality; the meaning of the infinite and absolute; discussion of the institutions that educate; the psychology of nations, etc.

Philosophy, History of.—One term. Collegiate work. This course is devoted to a historical study of the problems of philosophy. It aims to present the subject as a history of human thought on its highest level. Beginning with the early Greek philosophers, the work proceeds as far forward as time permits, with the emphasis upon those movements and tendencies which have proved most fruitful for modern life and thought.

Philosophy, Systems of.—One term. Collegiate work. A more critical study is made of the subject. The human mind has a passion for origins and a desire for a unifying principle. Every man has a philosophy of some sort. In this portion of the course the aim is to bring the students, in a more special manner, into contact with the great problems which philosophy has always put to man for solution, concerning God, the world, and mind. The class study the answers which the spiritual leaders of humanity have given to these questions. The purpose, in brief, is to acquaint with the different schools of thought rather than to insist upon dogmatic acceptance of any one.

Physical Training for Pupils.—The primary object of this department is to develop the physical side of the young men and women receiving instruction in this institution. We believe that all true education seeks to develop the body in harmony with the mind. A strong body is necessary to support a strong mind. The body not only supports the mind, but should also be its servant. To secure this end, systematic work in this department is necessary.

We are a normal school and as such we are teaching our students to become teachers in the public schools of the state. To this end, this department seeks to qualify our students to give intelligent instruction in physical training in the schools where they shall teach after leaving the Normal School.

The physical-training teacher meets regular classes during every recitation period, and special classes in the afternoon.

All students are required to take work in the department unless regularly excused on account of physical infirmities. Classes in light gymnastics or calisthenics are held during each hour during the regular morning session and students having vacant hours in the other departments are enrolled in these classes. One class is held early in the morning, before the work of other departments begins, to accommodate those having five scholastic subjects. These morning classes are mixed, and students take the work in the regular costume of the class-room. A careful record is kept of attend-

ance and all cases of absence or tardiness must be excused by the physical director. Each girl is granted a week's leave of absence during each month. We have reason to believe that the girls take this as a privilege and do not abuse it.

The work of the morning classes consists of free gymnastics, long wands, short wands, dumb-bells, rings, Indian clubs, Swedish gymnastics, and military tactics, using a long wand instead of a gun.

The work of each class is arranged in accordance with the day's order, and is given under three heads: (1) Marching for a short time at the beginning and close of the period; (2) a drill with some particular piece of light apparatus, or free gymnastics, arranged so as to progress from simple movements to complex and harder ones; (3) breathing exercises are given each day, the object being to produce the habit of deep breathing. The best time for this work is during the class rest, when about half through the drill. The arms and body should be put in a position that will enlarge the chest capacity, and then a deep inspiration taken, followed by a deep expiration.

Heavy Gymnastics.—This work is given in afternoon classes, and the boys and girls work separately. The girls wear the bloomer suit, and the work is more closely adapted to the special needs of girls than is the work of mixed classes in the morning. The work consists of more difficult free body-building exercises, work with light apparatus, gymnasium games, and a small amount of work on heavy apparatus; also quite a variety of fancy steps are given. This work is given by the assistant in the physical training department.

The boys' classes are conducted by the physical director. Most of the boys wear a quarter-sleeve jersey and soft-soled shoes. The work consists of vigorous free body-building exercises, a small amount of work with light apparatus, gymnasium games, and work on the heavy apparatus. This consists of the side horse, long horse, high and low horizontal bars, high parallels, suspended parallels, flying rings, and mat exercises. It is required that those taking this work must follow the work with a shower-bath.

Military Drill.—The work consists of marching, the manual of arms, bayonet exercises, and setting-up exercises. The company is not required to have uniforms.

Athletics.—Under this head come basket-ball, baseball, football, tennis, and track and field athletics.

The general athletic work is under the general supervision of the director of heavy gymnastics and field athletics. It is recog-

nized as elective with gymnastics and calisthenics, under certain limitations.

The Athletic Association, organized in 1900, provided for the organization of sections in baseball, football, tennis, basket-ball, golf, track work, military drill, etc. A fine park and ample courts offer rare facilities for outdoor exercise. A small fee is charged by the association for athletic privileges. Professionalism is excluded. The baseball, basket-ball and football teams have made an honorable record in match games with teams from other schools.

Basket-ball teams are organized for both boys and girls. The girls' games are not open to the public, and they do not play with teams from other schools or from any other organization without special permission.

The boys play their regular practice games in the open gymnasium and have contests with teams representing other schools. Basket-ball is played during the third and fourth ten weeks of the school year, from about the middle of November to the last of March.

Baseball begins with indoor practice about February 1, and continues in the gymnasium until the weather permits practice on the field. Play continues on the field during the spring and summer terms. The indoor work is intended to put the players in good physical condition for hard practice as soon as they can go to the field. The baseball team plays with teams from other schools.

Football is played from the beginning of the fall term until the Thanksgiving recess.

Tennis is played during the spring, summer and fall terms. Many students join this section.

A track and field section is organized about February 1, and for about two months work is done in the gymnasium for preliminary conditioning, and then regular practice is engaged in on the athletic field. The track section holds an annual school contest and engages in several interschool meets with other institutions.

Physical Training for Teachers.—Each senior is required to take a ten-weeks course in the theory of physical training. This consists of five recitation periods each week. It consists chiefly of lectures by the physical director and library references for the class to read. The department has a reserve shelf in the library for books for this class. These lectures treat of the functions of exercise, a general knowledge of anatomy, bathing, sleep, rest, fatigue, anthropometry, systems of gymnastics, dress reform, first aid, etc.

During ten weeks of his senior year each student is required to become a member of the chief's training class. This meets in the

gymnasium in the afternoon. The physical director takes charge of the class for the first few weeks, exemplifying how to give the work given to the morning calisthenic classes. Each member of the class is then required to give some marching work and a drill to his classmates. His work is criticized by class and physical director.

After finishing the work in the chief's training class each senior is required to command a class in the morning calisthenic work. His work is under the direct supervision of the physical director, to whom he is responsible for the kind of work he does. As a substitute for this work, a senior is sometimes permitted to assist in caring for a class in heavy gymnastics or to take charge and coach a class in some section of athletics.

Physics IV.—One term. Persons eligible to the county professional certificate may enter this class regardless of antecedent work. Subjects included in the Institute Course of Study issued by the State Board of Education and some additional topics are taken.

Physics V.—One term. Review of the work included in the preceding term, and completion of Carhart and Chute's high-school text.

Physiology IV.—One term. Students beginning the work in this class are supposed to have had already preparation sufficient to enable them to pass the Kansas examination for the county certificate. The more easily grasped portions of Martin's Human Body, Advanced Course, are taken in this term. Laboratory work is given.

Physiology VII.—One term. Students review the work of IV, take the remaining topics of the text, and continue in the laboratory the study of those portions of slaughtered domestic and wild animals which illustrate the corresponding portions of the human body. Two or three hundred histological slides are examined with the compound microscope.

Primary Methods.—One term. It is the purpose in this course to offer in lecture form a critical study of methods of presenting principal subjects of instruction in the lower grades. This work is more extended and definite on the various subjects than is possible in the limited time available in connection with the academic and advanced treatment of the same. The teachers will be led to test methods and to govern in their application of the same by the laws of mind. After each subject is completed, illustrative lessons will be given with the pupils of the first four years of the Model School.

The principal subdivisions of the work are the following: (1) *Primary Reading:* Earliest methods—A B C, phonic, phonetic,

word, sentence, word steps in a reading lesson; use of illustrations; presenting new words and phrases; silent reading or thought work; expression; the acquisition of a vocabulary; reciting a reading lesson; supplementary reading, questioning; school readers, or entire classic work; seat work. (2) *Nature Study and Language:* Study objects in nature, showing how they may be used and correlated with language work; use of the story and poem; oral language; written language; primary composition; gardening. (3) *Spelling:* Selection of words; assignment of lesson; steps in the recitation; grouping words; dictation work, relative place of oral and written spelling. (4) *Arithmetic:* Value as a means of mental training; earliest methods—Pestalozzian, Quincy, Grube, Sonnenschein, Speer; use and limitation of objective teaching; early work in fractions, etc.; relations between mental and written work; method of recitation; drills; seat work. (5) *Geography:* Its place in the primary course; home geography; outdoor or field lessons; sand modeling; life in other lands, as taught from Jane Andrews's "Seven Little Sisters" and "The Ten Boys"; relation of geography to social life; occupations and industries; map work. (6) *Music:* Tonic sol-fa and staff; breathing, rhythm, tone work; ear training and eye training; note and rote work; anaylsis of song.

In the list of helps are: Sarah Arnold's Waymarks for Teachers; Sarah Arnold's How to Teach Reading; McMurry's Special Method for Reading; McMurry's Special Method for Geography; McMurry's Special Method for Science; Scott's Nature Study; Bailey, Lessons on Plants; Bailey, The Nature-study Idea; Hodge, Nature Study and Life; Hemenway, School Gardening; Clarke, Reading; Parker's Talks on Pedagogy; Cooley, Language Manual; Frye, Sand Modeling.

Pronunciation.—First ten weeks. Drill work from the text used, including all the lists printed with diacritical markings, and including also as much preceding those lists as time allows.

Second ten weeks. Portions of the text succeeding that assigned for the first ten weeks. Work in the dictionary.

Psychology.—In this institution it is the policy to give large place in the professional work to the psychological disciplines. The following reasons are held to justify this prominence:

1. The general reasons that apply for the study of any science are in force here. Mental facts are as amenable to scientific treatment as those in other life studies, and the judgments required of the students as valuable. To a young person who has lived hitherto on the level of sense perception, psychology often opens up a new world and stimulates to a higher intellectual life.

2. As a subject in a curriculum for prospective teachers there

seem to be two classes of reasons for including psychology in such a course: (*a*) The advantages which come to the individual teacher, whatever the grade. Some of these are: It diminishes the danger of pedagogical arrest. If the young teacher is to avoid falling into the grooves of habit it must be through a knowledge of mental action, and the increased interest in his work aroused thereby. It tends to cultivate in him a scientific attitude towards the child. He is led to view the child much in the light of a natural-history specimen, and acts before regarded, perhaps, as personal affronts, are seen to be characteristics natural to this species. The teachers' work is thus placed on a distinctly higher level. Psychology in the normal school is needed to give that broad adaptability—that sure basis of originality which allows of continuous growth. The student must pass from a knowledge of self to a knowledge of others. There is no other way to avoid falling into the ranks of the mere imitators. It seems certain that the school that magnifies practice courses at the expense of a knowledge of subject-matter and psychological principles is in danger of sending out teachers so fixed in the use of special methods and devices as to carry the institutional earmarks through life. Nowhere else is it truer that "the letter killeth but the spirit giveth life."

The general psychology in the second year is intended to form the basis for the more advanced work in the subject, and also to give a preparation for the work in general methods referred to below. The ordinary topics of mental action are studied, generously illustrated, and their educational aspects emphasized. Exercises in introspection are given with the idea of stimulating the student to a closer observation of his mental processes. Reference to one's own mind at every step is insisted upon as the only essential method. Text-books and lectures can only guide in the work.

Throughout the third year the general principles of this subject are studied in a more thoroughgoing way. The development of skill in introspection is sought and pedagogical applications are made. How far experimental work should be attempted in a normal school is yet an unsettled question. While the normal school will probably never be able to compete in this line with the well-equipped laboratories of the universities, it seems certain that much more of this work will be required in the future. A certain amount of experimental work is necessary for a mastery of the principles of the subject, as in other sciences. The work is needed and can be successfully given. Along with the text-book work in Titchener's Psychology, we use Witmer's Analytical Psychology, a manual containing a large number of simple experiments which can be performed without expensive apparatus. These serve to

illustrate such topics as attention, apperception and perception, association, sensation as the mental element, and questions of psycho-physiological analysis, the phases of the subject most important for the teacher. The students work in small groups and act as subjects for each other. The results obtained are discussed by the class. Each student is given a psychological topic in the nature of a research problem for special study. He is expected to master his subject so far as possible, to present a bibliography of the literature found, and to summarize his results in a paper of about 2000 words. Constant use is made of the works of James, Ladd, Wundt, Lloyd. Morgan, and of other standard texts.

Psychology IV.—One term. An introduction to the science of psychology, intended to form the basis for the work of the more advanced course in the subject. The chief topics of mental action are taken up, illustrated, and the educational aspects emphasized. Exercises in introspection are also given, with the idea of stimulating the student to a closer observation of his own mental processes and those of his pupils. Titchener is used as text.

Psychology VI.—Double term. This course is intended as a serious and thoroughgoing study of the general principles of psychology. Especial attention is given to the developing of skill in introspection, and in making application of psychological principles to pedagogy. Titchener's Psychology and Witmer's Analytical Psychology are used for classroom work, the latter manual being admirably adapted to supplement the regular text with illustrations and simple forms of experimentation. Parallel reading in Jones, Ladd, and other standard texts, with which the library is well supplied, is also encouraged. In addition to the regular work, each student is required to make a thorough study of a special phase of the subject. This nucleus of sure knowledge is found most helpful for the aid it gives in the study of the other mental processes.

Rhetoric.—Double term. The aim is threefold: (1) To read appreciatively and with culture results the various styles of literature; (2) to furnish systematic practice in the three types of prose composition—narration, description, exposition, with particular reference to the development of the formal essay and critique; (3) to enable the pupil to teach effectively. The paragraph, both as a unit and as an integral part of the whole composition, receives much attention. Daily written exercises, biweekly themes and outlines are required. Accumulative themes cultivate the habit of intelligent and critical research in the library. Written criticism follows the study of selected English classics.

Course 2 in English, known as rhetoric, follows two lines of work: The discovery of the essential elements of the several forms of discourse, followed by an interested study of specimens of each particular phase or form, for the purpose of recognizing lines of agreement and lines of differentiation; second, practice in using these same forms as modes of expression for the thought and experience. The paragraph, both as to content and form, and the grouping of such units into proper outlines, syllabi, or briefs, are made the foundation study of this course. Current literature, current history, common experiences are laid under tribute, to the end that the student may enter more surely into the life of his own age and find self-expression in the best literary forms now current. Not the least of the results from such training has been a young man's finding his own center of interest and the lines of activity wherein he will be most likely to give his best to the service of mankind. In some measure, then, this method is sifting the pedagogic wheat and turning to beneficent ends much otherwise doubtful teaching material. In logical order, the appreciative and creative study of the forms of discourse follows the study of the paragraph. Literature is recognized as a "form of life," and craftsmanlike pride and interest are thus secured. Narration, including both the narrative and the story, description, exposition in its various forms, and argumentation—this is the natural order of development and the one pursued in this course. One example will suffice to show the method followed:

NARRATION.

1. The narrative. 2. The story.

Theme—story-telling as a fine art.

The basis of a good story is action: Dickens—The Christmas Carol; Browning—Incident of the French Camp; Arnold—Sohrab and Rustum; Van Dyke—The Other Wise Man; Hawthorne—The Great Stone Face; Macaulay—Horatius at the Bridge; Lowell—Vision of Sir Launfal; Hale—The Man without a Country; Hawthorne—Mr. Higginbotham's Catastrophe; Müller—Abdallah.

The point of a story: Longfellow—Paul Revere's Ride; Browning—The Pied Piper of Hamelin; Longfellow—Courtship of Miles Standish; Eliot—Silas Marner; White—The Nocturne.

The outline of a story: Müller—Abdallah; or, The Four-leaved Clover; Kingsley—Three Fishers; Coleridge—The Ancient Mariner; Shakespeare—The Casket Scene in the Merchant of Venice; Wordsworth—Michael; Scott—Lay of Rosabelle.

The introduction of a story: Longfellow—Wreck of the Hesperus; Scott—Lochinvar; Byron—Prisoner of Chillon; Dickens—

The Cricket on the Hearth; Dickens—The Child's Dream of a Star; Ingelow—High Tide on the Coast of Lincolnshire.

Conclusion of a story: Select from those already named. Report on those previously read.

PROBLEMS.

1. How do these stories handle the element of conversation?

2. The hero: Does he carry himself nobly at all times? Does he do one thing well? Prove.

3. The background: Does it change often or recur again and again?

4. The story: Has it credibility? Is the whole more interesting than its parts?

5. What trends in the stories of the hour seem to differ from these?

The creative study of the story is closely associated with the above, both in oral and written form, because all teachers need skill in this direction, and the primary teacher must have it.

School Law and Management.—Double term. This subject is classified as work to be pursued during the second year, although the pupil is allowed to enter these classes any time after taking up the work in the Normal Department. For recitation, a text—Wilkinson's School Management—is studied in connection with the statutes of the state bearing upon and regulating our public-school system. Especially is the pupil required to become familiar with the laws authorizing the issuance of all certificates recognized as qualifying a teacher to teach, the origin and maintenance of the state permanent school fund, the source and distribution of the state annual school fund, and the theory of taxation. The study and discussion of the management of the rural schools, and those schools which are more closely supervised, both as to discipline and methods of conducting recitation, is an important feature of the work done in this subject. A good general knowledge of the school law of Kansas and of the scope and purpose of school economy is a necessary condition to admission to this term's work. It is believed that every student should take this work unless he has had a similar course in a normal school of high rank with equal library facilities.

Scope of the work—five general problems. City schools and their work, including a special study of high schools; the relation of the people to the schools; material appliances in the economy of the school; the class and questions of the classroom; the individual pupil, and matters pertaining to his growth and control.

Nature of the work—such as to require the use of an extensive

and well-selected library. A mere suggestion of a general classification of the sources is here given to illustrate this point. Books on school law, management, theory and practice, etc. The list of such books in this Bulletin will suggest the possibilities in this line. Periodicals bearing directly on school problems, as the reports of the national commissioner of education, the National Educational Association, and complete files of educational journals. Special reports from pamphlets, such as courses of study, state and city, reports on city schools, manual-training schools, the library in relation to the public schools, etc.; court decisions, official opinions, etc.

The student is required to study each problem according to the following plan of the work:

General—(*a*) Law: (1) The school law of Kansas as it is. (2) Comparative school law, showing likeness and differences in the laws of the various states. (3) Interpretation—opinions of attorney-general and court decisions. (4) Ideal conditions and the opportunities of the teacher. (*b*) Management: (1) Study of fundamental principles. (2) A knowledge of the present status of school problems. (3) A comparison of the management of the schools of other countries and of the United States; of other states and Kansas.

Special study: (*a*) The pupil is to work out some problems, making a report on same. (*b*) Each student is to do some systematic library work, to the end that he may be able to use sources intelli gently and that he may gain skill in forming judgments.

The recitation: (*a*) The student is to give what others say—a synopsis of an article read on a given subject. (*b*) He is to present the arguments for and against a given subject. (*c*) His own opinions and the reasons therefor are to be clearly stated. (*d*) A part of the work is given by the instructor in the form of lectures.

Shorthand and Typewriting.—Students who have finished the work in shorthand, together with the typewriting, will be able to secure excellent positions. The shorthand is of especial value to students in advanced classes in the institution. The typewriting is especially valuable for those who contemplate engaging in industrial work.

Teaching and Criticism.—One year. The aim is: (1) To furnish a field for the application of the principles of teaching. (2) To give candidates for teaching model lessons for analysis and imitation.

The following items are worthy of note:

1. The teachers entering this course observe the work of other pupil-teachers or of critic teachers for the purpose of applying the instruction in methods to lessons that have been well planned. Teachers of experience and skill observe for the purpose of criticizing work from the standpoint of sound method. The observation

is directed successively to the cardinal points of good teaching, such as interest, self-activity, inductive presentation, application, reviews, etc.

2. Practice teaching is required of all, under the supervision and criticism of the critic teacher. The work demands one period a day for forty weeks. The teacher has full charge of the instruction and management of the class, and is subject to occasional visits from the critics.

3. Teachers' meetings are frequent for the discussion of the observations reported, for the observation and discussion of model teaching, and for discussion of the problems of teaching that arise as incidents in the work.

Students working in the Model School not only do forty-five minutes per day of teaching and observing, but attend conference with the training teacher and assistants at least two afternoons per week, for the purpose of studying the difficulties that arise in the every-day work of a school. If superior skill is shown and such excellent teaching is done as to prove the student safe to succeed in all grades and subjects of the practice school, the director of training is authorized to make some concession as to the amount of practice teaching required.

The work of practice teaching is done in each school hour by those who have no work on this program during that hour.

Students under seventeen years of age are not allowed to do practice teaching.

Theme.—One year. Selection of field for study to be made by student after consultation with heads of departments concerned. Compilation of bibliography; survey of field; search for data; reading and personal investigation; analysis of findings; discovery and statement of fundamental principles; concise, comprehensive statement of conclusions. Written reports showing progress of work and frequent conferences with the instructor. Both form and fact are emphasized, but not the least gain is the encouragement in the formation of a habit of independent judgment based on data gathered painstakingly, and at first hand, by the writer himself.

Trigonometry and Surveying.—Ten weeks to trigonometry; ten weeks to surveying. Trigonometry is studied as far as the oblique spherical triangle; it may be taken independently of surveying. Surveying embraces the use of drawing instruments, the transit, plane table, solar compass, and Y level—the ordinary work required of the county surveyor. Each student is required to spend one hour per day for ten weeks in actual field-work with instruments.

Zoology.—Double term. The student must have taken a course of at least ten weeks in normal physiology.

1. Systematic zoölogy, a course in which all the branches of the animal kingdom are taken in descending and ascending order, beginning with the highest. All the representative classes and many of the principal orders and families are studied in this double course.

2. Field zoölogy or natural history includes a study of insects and birds, and a somewhat extended study of animal ecology.

Systematic zoölogy requires ten of the twenty weeks given to the entire subject, and is studied during each of the five ten-weeks terms of the school year, excepting the third. Field zoölogy continues ten weeks, and is studied to advantage only during the first, second and fifth ten-weeks terms of the year.

Systematic zoölogy is studied from dissections of typical forms, from lectures, and text- and reference books. The knowledge of the anatomy and physiology of a vertebrate gained in the previous study of Martin's Human Body is taken as giving a sufficient knowledge of the vertebrate plan of structure without additional dissections. The lobster or the crayfish, the fresh-water mussel, the angleworm, the starfish, the hydra, the fresh-water sponge, and the paramecium or the amœba, each serves in turn, when dissected, to show the essentials of the plan of each of the branches of the invertebrates. By studying the animals in the order named, the student proceeds from the known to the unknown, and thus obeys the first law of all investigations. After reaching the simplest forms of animals known, the student next retraces his steps, and thus proceeds from the simplest to the complex, and from the first in a series to those evolved later, obeying in so doing the second and third laws of investigations. A knowledge of the classes and the more important orders of the several branches of the animal kingdom in this upward study is gained from text-book, reference books, and from notes given by the teacher.

In field zoölogy the pupil studies insects and birds in their natural relations, and then studies the morphology and systematic position of the more important insects from his own collections and from reference manuals. The morphology and classification of the birds are studied from museum specimens and from bird manuals. Studies of living birds are made with field-glasses, that no bird may be needlessly destroyed and that an exceedingly interesting field for study may be opened to the student. This ten-weeks work closes with a study of animal ecology, using Jordan and Kellogg's Animal Life as the text-book.

Besides gaining a knowledge of animals for use in teaching nature

study in the grades and zoölogy in the high schools, the student finds constant exercise for his power to see and trace relationships and to make generalizations. The collecting and observing habits are strongly stimulated and many conclusions of value in every-day life are reached. A knowledge of the economic relationships of animals to man, especially of birds and insects, so vitally concerns the welfare of nearly every community, that this part of the work in zoölogy is properly emphasized.

Special Classes.

Algebra.—One term. The course is designed to cover the work as required for a second-grade certificate. The state text is followed quite closely, although much supplementary work is given for the purposes of drill. Emphasis is placed upon thoroughness and skill in the use of the fundamental operations and the processes of factoring. The simple equation receives careful consideration. So far as possible, the work is made inductive, principles being taught as generalizations rather than as arbitrary facts.

Arithmetic.—One term. The work includes a consideration of integers, common and decimal fractions, and denominate numbers. In integers, a careful review is made of the fundamental operations and of the principles involved in greatest common divisor and least common multiple. Emphasis is placed upon the two conceptions of fractions, as a divided unit and as an expression of division; from these ideas the principles of reduction are developed and the application of the fundamental operations as studied in integers is shown. As decimal fractions differ little from whole numbers except in the value of the unit, the principles of integral operations may be applied. Denominate numbers differ from integers in the varying composition of units, but the underlying principles are identical. Pupils are required to commit and discuss the principal tables, in order to deal intelligently with the various problems. In all work rapidity is deemed important, but more stress is placed upon an intelligent understanding of principles and processes.

Bookkeeping.—One term. The work comprises a consideration of the fundamental principles of the subject. Exercise is given in the opening of accounts and the keeping of an ordinary set of books. Practice is given in writing notes, checks, and other common business papers. Accuracy and neatness are insisted upon at all times.

Civil Government.—One term. The work is based on a study of the constitution of the United States. The history of the formation of the constitution is briefly considered. The composition and

powers of the different departments of the government are carefully studied. Concrete illustrations are used, and matters of current interest in affairs of the government receive attention.

Geography, Political.—One term. The work comprises a complete review of the subject. A careful study is made of North America, which is then used as a basis of comparison for the study of the other continents. No effort is made to separate what belongs to the physical from what belongs to the political aspects of the subject. Physical features are noted and their effect upon life considered. The adaptation of the earth to the needs of man and the mutual relation existing between the two are made the central features of the study, and the subject is taught solely with these ideas in mind.

Geography, Physical.—One term. In this subject the textbook is followed quite closely, although all parts do not receive the same degree of attention. Facts pertaining to the shape, size, etc., of the earth are briefly considered. A careful study is made of the composition, movements and states of the atmosphere. Special attention is given to the location of the various wind belts, and also to the theory of the formation of high and low areas and the resulting cyclonic action. Common instruments, as the thermometer and barometer, are studied and their uses illustrated. Current weather maps are noted and individual observation is encouraged. The distribution of land and water and the formation of plains, plateaus, etc., are considered. Careful attention is given to the distribution of life as a result of physical causes. Although technical knowledge is sought, yet an effort is made to emphasize the relation of physical causes and effects rather than to encourage the committing of unassociated facts.

Grammar.—One term. The course embraces a complete review of the subject. The sentence is made the basis of work; it is carefully studied with respect to structure, uses, and forms. The parts of speech are studied in their relation in sentences and their classification and properties carefully considered. Application of the pupil's knowledge is made by frequent exercises in analysis and parsing. Effort is directed towards discouraging the formal and deductive teaching of grammar and towards encouraging the consideration of it as a living subject in which the pupil is to become interested.

History, Kansas.—One term. This class endeavors to familiarize the student with the part this state has had in tradition and in real history. Her wealth of resources, her stand for truth and freedom through storm and sunshine, her contributions to the ma-

terial prosperity and to the high thinking, to the literature and to the science, of our nation give her just claim to be known and loved by all. Text and library are used.

History, United States.—One term. A careful study of American history to Washington's administration is made. The events leading directly to the discovery of America and the attempts made by the leading European nations to obtain territory in the new world are considered. The motives that prompted colonization are carefully noted. The English colonies are considered in groups, a careful study being made of the principal colony in each group as a type form. Frequent comparison of the conditions existing in these type colonies is made. The French and Indian war is regarded as an inevitable struggle for supremacy in the continent. The revolution and the final establishment of a new government are treated as the culmination of forces long active. Little attention is given to the conning of facts, emphasis being placed upon the recognition of movements. The principle of cause and effect is emphasized throughout the work, the subject being treated as a living, organized whole, rather than as a bundle of unrelated particulars. The work of the institute course of study is included.

Literature.—One term. The course is based on the institute outline in this subject, and seeks to cover the work required for a first-grade certificate. A careful study is made of several classics, for the double purpose of acquainting the pupils with the subject-matter, and giving them a means of judging the value of other selections. Brief studies of the life and work of the different authors are made. An effort is made to introduce the pupils to the best literature and to cultivate an appreciation of such, rather than to make a critical study of any particular selection.

Parliamentary Law.—A course of ten lessons, using Reed's Parliamentary Rules, gives a working knowledge of the essentials of a good presiding officer or debater. Actual work in the chair tests each student as to strength gained.

Penmanship.—One term. The object of the work is threefold: (1) To give a knowledge of the forms of the letters and of their combination in words; (2) to secure an easy and correct movement; (3) to attain a fair rate of speed. All methods are directed to the accomplishment of these ends. Advanced work in this subject is given in connection with the bookkeeping instruction in the Normal Department.

Physiology.—One term. An elementary survey of the whole subject is taken. The composition and structure of the bones and

their adaptation in the skeleton, the structure and use of muscles, nutrition, circulation and respiration receive careful attention. The nervous system and the special-sense organs are carefully studied. Hygiene, the effects of stimulants and narcotics and the general care of the body are emphasized. Simple experiments are introduced and observation is encouraged.

Reading.—One term. The work includes a consideration of the fundamental principles of elocution as well as exercises in interpretive reading. The association of expression and thought is emphasized. Literary analysis, sequence of thought, clearness of enunciation and the various forms of emphasis receive careful attention.

Spelling.—One term. The work embraces not only exercises in spelling but constant drill in phonics. Word building and word analysis are also emphasized.

Model School Classes.

The School is well equipped with necessary school apparatus, and includes in its course a broad variety of exercises, introducing the student to every phase of school work—manual training, drawing, painting, music, physical culture, and nature study, including the school garden.

All the teaching work is closely supervised by competent critic teachers, and classes are frequently taught by them for observation by teachers in training.

Pupils attending school have, in addition to the broad and liberal course outlined, the advantage of the Normal library, which makes special provision for them in a children's room, supplied with a large collection of the best juvenile literature, and every advantage with every encouragement is given to lead them to love good books.

The new Training-school Building provides conditions that will greatly increase the efficiency of this work and the comfort of teachers and pupils.

Course of Study.

Arithmetic.—The work in this subject aims to make the common principles involved in the fundamental operations familiar and continuous throughout simple numbers, fractions, both decimal and common, and denominate numbers. There is no attempt to learn "once for all," by strenuous efforts of memory, meaningless tables, rules, or formulæ; but rather by careful, concise and interesting repetition, and by application in the familiar fields of manual training, of the school garden, and of mimic business, to cause the child

to grow into all useful fundamental knowledge of numbers. The thought is to cause the pupils to grow in strength of mind and to train the will and the reasoning power by means of arithmetic, without the expectation that more of it will be longer retained as a memory product than they have pretty frequent use for. The thought that runs through the whole course is that nothing is to be considered as completed and therefore dropped, but that application of all the principles learned shall be repeatedly provided for. The introduction to all new work is inductive, and therefore demands oral development by the teacher.

First year.—The first ideas of numbers are given through the use of objects. The work is presented in such a manner that the children will be led to make the discoveries for themselves. Much attention is given to the language used, for the observations are not complete until they have been expressed. Many practical problems are used. These are frequently made by the pupil. Also much simple work in comparing and measuring is given.

Second year.—Much of the first year's work is reviewed and continued. Simple work in addition and subtraction is introduced. The pupil obtains a knowledge of simple work in addition, subtraction, multiplication, and division; of fractional parts of small numbers; of time, as days in a week, weeks in a month, etc.; and of the measurements, inch, foot, yard, pint, quart, and gallon.

Third year.—Some simple work from the state text is used. Work in sense-training is continued. Review thoroughly the forty-five combinations, and strive for rapidity in addition and subtraction. More difficult problems, including adding and carrying, subtracting and taking from the next higher order, are used. Work in multiplication continued. Children should use readily the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{3}{5}$. and $\frac{2}{5}$.

Fourth year.—The following topics from the state text are studied: The multiplication tables are reviewed and memorized through the 12's. Notation and numeration receive special attention. The Roman notation is taught. Short division is reviewed and long division is introduced. The children are taught how to study difficult problems, to develop the complete tables of linear measure, liquid and dry measure, weight, time, and money.

Fifth year.—Denominate numbers are completed; fractions and addition, subtraction, multiplication and division of decimals are taught. A thorough review of notation and numeration, addition, subtraction, multiplication, and division, and United States currency, as given in advanced text. Bills and accounts are taught as pre-

paratory to simple bookkeeping and work in the advanced text is continued.

Sixth year.—Advanced state text. The work includes factors and multiples, and a complete study of addition, subtraction, multiplication and division of fractions and their applications, and denominate numbers.

Seventh year.—Percentage and the principal applications of percentage in common business transactions, including interest, notes, and stocks, constitute the principal work of this year. Much drill is given in the fundamental operations and the principles underlying the relations of numbers.

Eighth year.—Ratio and proportion, involution and evolution, mensuration and the metric system furnish the work for this year.

Drawing.—The work covers form study, shading, color work, using pencil, crayon, and brush. The type solids furnish the primary ideas of form. Objects from nature study and language work are used for the shading and color work. The state textbooks and manuals guide the instruction, although they are not followed in detail. No set course is followed; no particular tasks are set for each period of the year; but work suitable to the class and season is selected from term to term. The work of the seventh and eighth grades includes mechanical drawing incidental to woodwork, and also decorative drawing and picture-making, using pencil, pen, crayon, and brush.

Geography.—The great purpose in teaching geography is to acquaint the child with the earth as the home of man. During the early years, children are made acquainted with both plant and animal life as affected by physical environment, and later their geography deals more particularly with the people on the earth.

First year.—Nature study. Children become familiar with animal and plant life in their vicinity; with fields, brooks, etc. Stories from "Seven Little Sisters" are told, and children are led to know of the animals, plants, climate and occupation around the homes of different people, and to get some idea of our dependence upon those countries. These stories are reproduced by the children.

Second year.—In connection with stories of industries and occupations, stories from Jane Andrews's "Ten Boys" are told, introducing the children to the various races. Real and imaginary journeys are made to stone-quarries and coal-mines; to the Neosho and Cottonwood rivers, to exposed rock ledges and gravel-banks. For map work, a study is made of the schoolroom and the city.

Trips taken throughout the city are afterward pointed out on the map.

Third year.—The work is suggested by the first lessons found in the state primary text. The substance of each lesson is presented orally and discussed before being read in the class. Field lessons are continued. For map work, the county, state and other states are studied, and the work is reproduced in story form.

Fourth year.—Work in the text is continued. This suggests both the life and the map work. North America and the United States, as presented in the text, are reviewed. The conditions that surround the lives of people in various states furnish the motive in the work.

Fifth year.—The primary text is completed, studying the following topics: Mexico, South America, Europe, Asia, Africa, and Australia.

Sixth year.—From the advanced text the introductory work and the United States are studied. The activities of the people, with the conditions surrounding them and their relations with other people, are kept in view.

Seventh year.—The advanced geography is studied, from South America to the end.

Eighth year.—A detailed study of the eastern hemisphere occupies twenty weeks, and physical geography is studied twenty weeks, using a text-book, and observation of physical earth phenomena in the vicinity of Emporia.

History.—The work of the first four years is incidental to the language work, and includes stories of the early history of America—stories about the Indians, the Pilgrim fathers, the pioneers, the biographies of valorous men and women of all time. An attempt is made to select the leading facts of American history, and to work them out in detail, so as to fix their significance in the minds of the children and to establish their relation with correlated subjects.

Fifth year.—The work of the year covers the stories from the beginnings of American history, including the great explorations and conquests of the Southwest; also, stories from European history having the simplicity and primitive character to correspond with these. The work is presented orally, and much attention is given to the interesting details necessary to give it vividnesss. Parallel readings are selected and the composition work is made to correlate somewhat with the same.

Sixth year.—The settlement of America and a detailed account

of three or four type colonies, including reasons for migration, character of immigrants, mode of gaining a livelihood, the relations with the Indians, and the tendencies toward self-government, the colonial life and the intercolonial wars are also treated during this year. In European history, the struggle for representation and the *magna charta* are used. The work is to be presented orally, but a large number of reenforcing stories are read. The period of Elizabeth to Cromwell in English history is studied.

Seventh year.—The work covers the American revolution and the new government that grew out of it. A copious use of biography is made. Much time is given to the rich and abundant literature portraying this period. Biographies of several prominent men are treated fully.

Eighth year.—The constitutional period of the history of the United States occupies the year. Only those topics embracing the more significant facts of the growth of the government, the prosperity of the people and the ideals of citizenship are taught. More culture, it is thought, comes from the full treatment of a few topics than from a scant treatment of many. Reference to the easier histories is made continually and some of the work is presented orally.

Language.—Language work naturally grows out of the nature work and the literature. The aim of the work is to give correctness, strength and beauty of expression. In order to do this, the pupil must have interesting thought to express. For that purpose, the work in language throughout the first five grades is subordinated to the thought work. The language work consists largely in teaching pupils the use of individual words and phrases without generalizations. The teacher observes for this purpose those errors of speech that are prevalent among the pupils being taught, and embodies them in the language work. All of the grades are given literature that is rich in thought and in beauty of expression.

First year.—As oral language precedes written language, so the first year should be devoted largely to oral expression. The work aims at enlargement of the vocabulary and sentence forms, to meet the needs of the increasing thoughts, and also at correcting improper forms of speech among children. A large variety of material to be studied is furnished, including pictures and objects from nature. The children are encouraged to express themselves freely about things most interesting to them. Poems to be studied and others to be memorized are suggested. Stories are told for reproduction. The children's first attempt will be single sentences, then connected sentences, and finally they become able to reproduce the

whole story. The literature and nature work are varied to suit the seasons.

Second year.—The first year's work is continued. Simple written work is introduced. Additional drill is given upon the meanings, forms and uses of many commonly used verbs and combinations of words. The scheme of nature lessons and poems for study, for memorizing, and of stories for reproduction, given in the first year, is continued.

Third year.—The kinds of work offered in the first two years are continued. More stress is placed upon forms of written work, sentences, and punctuation. Parts of, and, later, whole stories may be reproduced in writing. The idea of limiting words is introduced, and adjectives that distinguish by pointing out are given.

Fourth year.—The work of the previous year is continued. Much attention should be given to use of possessives, plurals, quotations, and paragraphing. The comma after the names of persons is introduced. Composition work should show better paragraphing, better construction, greater facility of expression, larger grasp of subject, and better choice of attributes used in description.

Fifth year.—The form of the sentence, the noun and its modifications, the meaning and forms of the verb and the personal pronouns are the new work introduced in this year. The nature study is still prominent here, and stories for reproduction are continued.

Sixth year.—The work is based upon the concurrent work of the grade, and consists largely of composition and oral descriptions, conversations, extemporaneous speeches, and discussions. Some attention is paid to such qualities in writing as clearness, beauty, and simplicity of style. The memorizing of artistic passages of prose and poetry is a part of the work.

Seventh year.—A careful study of technical grammar occupies the seventh and eighth years. Topics: (1) The nature of ideas. (2) The nature of thoughts. (3) Ideas and their expression. (4) Thoughts and their expression. (5) Parts of speech. (6) Phrases and clauses. (7) The forms of sentences. (8) The elements of a sentence. (9) Nouns. (10) Pronouns. (11) Adjectives. (12) The verb. (13) The adverb. (14) The preposition.

Eighth year.—Topics: (1) The subject. (2) The predicate. (3) The complex sentence. (4) The compound sentence. (5) The classification of sentences with respect to meaning and use. (6) The verb reviewed. (7) The pronoun reviewed. (8) Adjectives reviewed. (9) Adverbs. (10) Participles and infinitives. (11) Application of grammar in the analysis and parsing of sentences of all kinds. The study of history and derivation of some words.

Manual Training.—Grades I–VIII. The pupil must have had the general training of the preceding grades, or its equivalent.

(1) Paper-folding. (2) Cardboard work. (3) Weaving. (4) Clay modeling. (5) Cord work. (6) Basketry.

The manual-training course provides two periods per week for the school year.

(1) A sketch of the desired work is provided for the student-teacher. (2) The student-teacher prepares an outline of the lesson that he presents to the head of the department for criticism. (3) The outline contains the pupils' aim, teacher's aim, introduction of the lesson, method of presentation. (4) After the lesson, in the absence of the pupils, the criticisms are tendered the student-teacher. (5) Observers are assigned, who record the presentation of the subject-matter, the introduction of the matter, the reception of and the comprehension by the pupils, the pupils' interest, discipline, the adaptability of the work to the pupils.

Manual training is carried on throughout the Model School course. The work in the primary grades consists of modeling in clay, paper-folding, and constructions requiring the use of scissors and paste. Gradually more difficult constructions are introduced, involving the use of cardboard and of wood. Basket-weaving is given in the sixth year. Bench work is carried on during the seventh and eighth years. Working-drawings are made; the kinds of wood and their adaptability are studied; the construction of tools is observed and their care learned. A series of models, as well as articles for home use, suggested by the children, are constructed.

The special objects to be attained are: *For the student-teacher:* (1) The acquisition of a thorough knowledge of the subject. (2) The acquisition of skill in the manipulation of materials. (3) The acquisition of an efficient way of presentation. (4) The acquisition of the power to lead, to effectively teach in the schools of Kansas. *For the training-school pupil:* (1) The acquisition of a more efficient coordination of motor and thought activity. (2) The acquisition of a greater power of social efficiency.

Music.—In the lower grades, much time is devoted to ear-training, pure tone, and to rote singing. The songs selected for rote work are closely related to the seasons and to the thought work in the language lessons. One carefully selected cantata or operetta is studied and memorized during the year by the pupils.

Seventh and eighth years.—The theory work includes the study of the scale of C and the building of all the major scales, the study of the chromatic scale and accidentals in music, the developing of the minor scales from the major. In tone work, the pupils are

drilled in producing tones of good quality. They are taught to read in all the major keys and to read easy exercises in the minor keys.

Nature Study.—The whole realm of science is too broad for elementary nature study. Interest will be most easily created in those phenomena that affect us, and those plants, insects and animals that make for our happiness or misery. Every child will come later to a hand-to-hand contest with the elements in field, garden, or lawn, and the rules of the battle are interesting to him now. Actual contact with nature, and not stories about nature, should be the guiding principle of the work; so aquaria, vivaria and gardens should be provided, to facilitate observation. Out-of-doors is the book that will furnish most of the reading. No course can foresee what the children will come in contract with. The following attempts to suggest the kind of work, rather than the quantity or the exact objects to be observed. Purposive employments involving natural objects and the application of nature's laws are devised in the carrying out of an effective course in nature study.

First year.—Observations and conversations upon those objects in nature that can be interestingly presented to the children furnish the first year's work. Pets, seeds planted and tended by children, fruits which they bring to school, the calendar and the wonders of the aquarium are within the range of the observations made.

Second year.—The work is similar to that of the first year, the range of the observations being a little broader. The insects that do harm, and the small animals that live about our homes, their habits and homes, and whatever nature interests come to hand are material for this year's work. Flowers, trees, water, weather, the movement of the sun, the moon, the stars, all may be made interesting if properly handled.

Third year.—Observations more extended and more correctly and fully described furnish the work for the year. Most of the objects used in the first two years will reappear for further study in this. Limestone and coal are introduced, with the story each has to tell. A few fall flowers are studied and named; also a special study of fruits of the ripened seed cases is made. The aquarium and vivarium should be constantly supplied with living things. Birds, the structure of their homes and their songs are observed.

Fourth year.—The work includes the fruit of the field, harvesting and milling, and the water animals. The special objects studied are the pumpkin, corn, cotton, tea, crayfish, snail, clam, oyster, fish, and turtle. The plants that grow in the garden, their dependence on sun and rain and their cultivation and protection are subjects for spring and fall work.

Fifth year.—A closer study of plants is made, noting kinds of leaves, stems, roots, how they get nourishment, the flowers and the odors of the plants, and the plant's defense against its enemies. Other topics studied are: The butterfly, its structure and metamorphosis; how it feeds in its two feeding stages; soils, and the composition of black loam; the field crops that are raised in this vicinity, and the plant and seed of each.

Sixth year.—The following topics are included in the year's work: The life cycle of a plant—the seed, its form and parts, its germination and growth; the plant, the flower, the fertilization, the dependence upon insects, the seed-pod; the distribution of seeds and their protection through the winter. Learn the names of twenty wild flowers at sight. A study is made of the wild animals that live in the woods and fields about us, their homes and habits. Study a rabbit, noting his special adaptation to his life. A study is made of the hawk family, their eggs, nesting, how they live, their relation to man; also of the cabbage butterfly and of the mosquito.

Seventh year.—The bees, spiders, ants, toads, snakes, turtles, fish and the microscopic life in stagnant water are observed. Birds are studied, making lists of all seen, and noting what they were doing. Any immediate interests that may arise in nature study are followed out.

Eighth year.—The planting and care of trees is the special topic; their use and beauty; the names of trees around Emporia and distinguishing characteristics. Pupils learn to graft and bud fruit-trees; also to cross-fertilize or "breed" plants. They determine some insects harmful to trees, their life stages, and how to destroy them. They name the birds that are seen helping the trees by removing eggs and caterpillars.

Penmanship.—The work in penmanship is begun in the first year and carried through all the course. The earlier work consists of making script letters and learning how to combine them. The work of the sixth, seventh and eighth years emphasizes position, form, and movement. The writing practice is correlated with the study of business forms and letters and polite correspondence.

Physiology and Hygiene.—The care and use of the body form topics for morning talks and occasional lessons throughout the lower grades. So much of structural and functional physiology as is necessary to make these talks impressive is given. Emphasis is placed upon the value of habit and upon moderation in eating and drinking, cleanliness, erectness of carriage, exercise, and upon the dangers arising from the use of narcotics and stimulants. No fixed list of topics is treated in grades below the seventh.

Seventh year.—Oral and observational lessons upon the structure and hygiene of the body are given. The skeleton is studied and compared with the skeleton of a dog or a horse. The structure and composition of bones are observed. The muscles and tissues of the body, their growth and nutrition, and the skin and lungs are studied.

Eighth year.—The work covers the state text in physiology.

Reading—The important study in primary and intermediate grades is reading, for upon this the progress in other subjects largely depends. Comprehension of thought is necessary to good oral expression; hence our primary aim is to make intelligent and thoughtful silent readers. In the first lessons script is used; the children learn much more rapidly that which they attempt to reproduce. The sound work is emphasized from the first, and, as new sounds are introduced, the diacritical markings are placed upon the blackboard for daily review. In studying a reading lesson, these steps are observed: (1) Study of words and phrases; (2) study of picture, if there is one; (3) study of thought; (4) study of expression. All stories and poems selected for the children to read should be the best that they are capable of reading and appreciating. The thought in them should be in every case worth the getting—stories that will cultivate a lasting taste for good literature.

First year.—The children read several of the best first readers, such as Florence Bass's "Beginners' Book," "Hiawatha Primer," etc., learning some of the words by sight, but more of them by sound. The interesting thought furnishes the motive in the mastery of the symbols of script and print. Copying words and thoughts accompanies the work. Scansion and expression are persistently practiced, to preserve naturalness of expression.

Second year.—Two second readers, as Arnold's "Stepping Stones," Cyr's Readers and a number of selected stories having literary merit furnish the matter read. Additional emphasis is placed upon phonics. The copying of sentences is continued. Many new words are added to the children's vocabularies.

Third year.—The classes use selected stories and poems from several third readers. The phonics and word study, Arnold, McMurry's "Robinson Crusoe," etc., are continued, oral and written spelling being employed, and diacritical and accent marks are used to indicate pronunciation.

Fourth year.—Selections are made from Jane Andrews's "Seven Little Sisters," "Little Men," Arnold's Fourth Reader and other sources furnishing valuable thought materials. The dictionary is introduced for use in finding the pronunciation and meaning of

words. Independent reading is provided for and encouraged. Words are spelled by letter and by sound.

Fifth year.—Much good literature for class work and private reading is selected from "The Wonder Book," "Stepping Stones to Literature" No. 5, "The Adventures of Ulysses," and other sources. Emphasis is placed on clear enunciation and articulation. Phonic analysis is continued.

Sixth year.—The selections are from "Grandfather's Chair," "Tanglewood Tales," "Stepping Stones to Literature" No. 6, and other sources. Emphasis is placed on thought analysis and appreciation.

Seventh year.—Attention is given to the reading and interpretation of more difficult selections than have been heretofore used. The thought analysis is made with more care, and the form of the literature read, the beauty and strength of expression, receive some attention. "The Lady of the Lake," "Miles Standish," Lamb's "Tales from Shakespeare" and other selections of equal difficulty are used.

Eighth year.—The purposes and plans of the seventh year are continued. "The Iliad," "The Sketchbook" and selections of equal difficulty are used.

Spelling.—In addition to the word study accompanying all branches, the state text-book in spelling is used. Stress is laid on the value of letters and such rules as are helpful in spelling. Both oral and written spelling are practiced.

Seventh year.—Parts I and II of the state text are used, laying special stress upon phonic analysis and upon rules for spelling. Lists of commonly used words are practiced.

Eighth year.—Parts III and IV of the state text are used. Homonyms, synonyms, derivation and analysis of words, together with much practice upon useful words, constitute the work.

Music Department.

General Plan.

In September, 1906, the Department of Music will enter upon the fourteenth year of its work as based upon the conservatory idea. It is prepared to furnish the young people of Kansas and other states with what will be most useful to them in musical training, and at the same time help them toward the acquirement of a rounded education—*utilitarian,* if they wish to be teachers of music; *artistic,* if the desire is for esthetic culture.

The department offers several courses: A kindergarten course, for very young children; a juvenile course, planned for children of six to twelve years of age, and of such nature as to ground the pupil in the science, while at the same time arousing a permanent interest in the art; a preparatory course, for adults who have had little or no previous study; a professional or artists' course, consisting of four years in piano, voice culture, or violin, and leading to graduation; a school-music course, consisting of two years, preparing the candidate to teach and supervise music in the public schools.

Promotions in these courses are made as often as the interests of the pupil demand. The length of time necessary for the completion of the full course depends entirely upon the pupil's diligence, regularity, and zeal, and the amount of his previously acquired knowledge.

The minimum time of study for any one applying for a diploma is two years, but in rare cases, of exceptionally high standing in all branches required, the Board of Regents may grant the diploma in one year.

The expense is not great, compared with other schools offering equal advantages.

Graduation Requirements.—Graduates in piano, voice or violin must have completed and successfully passed the final examinations in a year's course in harmony, a year's course in musical history, and a year's course in analysis of musical form.

In addition to this, graduates in piano must have one year of counterpoint and composition.

Each candidate for graduation must, during the senior year, give at least one recital, take part in the program of the annual

concert, and participate in the general exercises of commencement week.

Diplomas.—The diploma of the department will be awarded to students who have satisfactorily completed the prescribed course of study in any given branch and complied with the requirements for graduation.

Voice Culture.

Each voice is treated with special reference to the individual needs in tone production, quality, and the necessary and proper breath support. Such exercises, studies and songs are used as will make the voice flexible, strong, and extended, after which phrasing and expression will be developed and the pupil familiarized with different styles.

Study during the first year embraces breathing, tone placing, articulation, and rendition. Musical training includes the physical, intellectual and intuitional faculties. Good singing is the expression of the highest attributes of heart and intellect, using the delicately trained physical organs. After the foundation is made the education is prosecuted assiduously through vocalises (notably those of Concone, Panofka, Marchesi, and Vaccai); through songs which are useful for recital, concert, and church service; into the standard and classic works of the masters of music, like Handel, Haydn, Mendelssohn, Schumann, and Schubert; arias from the oratorios and grand operas are, in due time, given proper attention.

Chorus drill and the proper preparation for taking advanced solo positions are at the service of the students of Mr. Boyle. Students are given individual attention. Mental growth, commanding physical expression, inspires all students.

Course of Study.

First year.—Tone formation and voice placing by means of simple exercises (dictated), using short musical figures with different vowels, pure and modified. Study of the scales—major, minor, and chromatic. Rules for breathing and their practical application; Concone's Studies; Exercises Elementaires, Marchesi; vocalises by Vaccai, Sieber, and others; easy songs of Hawley, Foote, etc.

Second year.—Daily exercises (dictated), continued; scale study, continued; exercises in staccato, martellato, and slow trill; Concone's twenty-five lessons; Marchesi, op. 3; Bordogni's twelve vocalises; songs suited to the grade, selected from the best American, English and Italian writers.

Third year.—Daily vocal exercises, continued; further develop-

ment of scales, trill, and groupette; Concone's fifteen exercises; Marchesi, op. 4, and twelve exercises for style; songs of Franz, Schumann, Schubert, Mendelssohn, Rubenstein, and others; arias from opera and oratorio.

Fourth year.—Résumé of previous work; advanced studies for agility; Lamperti's Bravura Exercises; Etudes of Bordogni; An Hour of Study, vol. II, Viardot; study of music by the old German, French, Italian and English masters; oratorio singing, continued.

Sight-singing and Chorus Classes.—The sight-singing and chorus classes are under the direction of Professor Boyle, who has had extended experience in choir, chorus and Chautauqua music, and is thus enabled to make the work practical and profitable. The importance of acquiring the ability to read music at sight cannot be too strongly urged upon those who desire to lay the proper foundation for a musical education.

The Philharmonics is an organization of young men and women who have had some experience in part singing. It meets once each week for chorus, cantata or oratorio work. The music thus prepared is given from the platform before the Christian organizations, and at such other times as occasions demand. Other choruses are organized from time to time as the needs and desires of the students indicate. At these, songs and choruses especially adapted to use in ungraded schools receive attention, and the students are given drill in the proper rendering of the same.

The Euridice Club is composed of young women of the institution, who meet regularly for the practice of part songs and choruses.

The Gleemen, The Orpheus Club and **The Troubadours** are composed of young men, who also meet regularly each week to study glees and standard works for male voices.

These clubs are open to all students who have attained the requisite degree of proficiency. Their frequent appearance in concert, both separately and in combined chorus work, affords ample opportunity for the acquirement of skill in the rendition of vocal music.

Those best qualified by previous training and natural gifts are selected for the Gleemen, while those with less experience find a place in the Orpheus Club or the Troubadours.

Promotions are made as often as opportunity is afforded and the proficiency of the student warrants.

Medals for Secondary School Work.

The State Normal School of Kansas received for its exhibit at the World's Fair, at St. Louis, the medal whose two sides are shown in the accompanying cuts. The superintendent of the Kansas educational exhibit very properly entered this institution as a secondary school, rather than as an elementary school. Most of the normal exhibits were entered as elementary exhibits, but the claim made for the Kansas Normal was that the elementary work shown was auxiliary to the higher work, which is the chief function of the institution. This advanced position as secondary school is not yet the height to which this School will attain.

Legislation enacted since the World's Fair provides for collegiate work, and the Normal School must not rest short of collegiate standing.

Public School Music Course.

Required Work in Vocal Music.

The purpose of this work is to give the student a training in the fundamentals of music. It prepares him to read music independently, to secure key relationship from any tone taken as key tone, to master the problems of measure and rhythm, and to combine these in sight-reading exercises and songs. He must know something of song interpretation, and become able to teach the subject in the public schools. This requires:

First term.—A knowledge of the staff, degree names, pitch names (letters), clef, key and measure signatures, notes, syllable names, relative value of different note lengths, their relation in the various kinds of measure, tone relation in key, and key relationship in the most nearly related keys.

Rote singing is made one of the special features of this work, and a variety of the best songs are used, adapted to instruction in the grades.

Tonic sol-fa is explained and practice given in translating from one notation to the other.

Instruction in proper breathing, phrasing and general principles of song singing is given.

Songs and exercises in one- and two-voice parts are used for this work.

Optional Work in Vocal Music.

Second term.—Work of first term reviewed. Relation between treble and bass staves explained; bass staff used in a practical manner, with exercises and songs in the easier forms; written work emphasized; the different forms of the minor scale presented, and comparison made with the relative major scale, showing the relation of the two.

Practice in three- and four-part singing. Methods of teaching are discussed.

The work of this term counts toward graduation in the life-certificate course.

Teachers' and Supervisors' Course.

For those desiring to specialize in school music, a course in private lessons is prepared.

The music work of both terms in the life-certificate course is required, together with two terms of piano instruction, before taking up the work of the third term.

Third and fourth terms.—Voice culture. Tone formation and voice placing by means of simple exercises (dictated), using short musical figures with different vowels, pure and modified; also in combination with different consonants. Rules for breathing and their practical application; Concone's Studies, op. 9; vocalises by Vaccai, Sieber, and others; easy songs by the best American composers.

Elementary harmony. Thorough training and discipline in the acquirement of a knowledge of scales (major and minor), intervals, chords, and key relationship.

Scales and keys. The major scale, sharps and flats, double sharps and double flats, key signatures, circle of keys, related keys, specific names of scale tones; relative minor, chromatic, and diatonic.

Intervals. General names, specific names, standard of measurement, major, minor, augmented, diminished, inverted intervals, consonances, and dissonances.

Triads. Marking, specific names, primary and secondary, doubling in four-part writing, position, connection and inversion of triads.

Dominant seventh chord. Construction, resolution, inversion, cadences.

Systems of public-school music compared. Courses of study. Glee-club and chorus work. Practical teaching under direction of head of department in regular normal music classes.

Fifth and sixth terms.—Voice culture. Daily exercises (dictated), to secure proper breath control and voice placing. Short exercises selected and transposed to different keys, extending compass and securing greater freedom and flexibility. Concone's Studies, selected vocalises from the works of the best writers, songs suited to the grade, selected from the best American, English and German composers.

Harmony. The harmonizing of basses in different keys. Study of chord relations, first in major, then in minor. When the student has gained some freedom in working from the bass he is given melodies to harmonize requiring a different thought approach.

Chord inversion and figuring of basses follow; then a study of cadences and forms of ending.

Harmony. Sequence forms, tonal and modulatory, are studied, followed by modulation, first to the most nearly related keys, then remote modulation through the use of chromatic tones. The dominant seventh chord is next studied in its different forms and positions, its resolutions and influence in modulation.

Musical history and biography. The following are some of the topics considered: Ancient and primitive music; music among the Hebrews; music among the Greeks; songs of the early Christian church; epoch of the Roman liturgical chant; beginnings of polyphonic music; popular music; the troubadors, minnesingers, and mastersingers; music in connection with the miracle plays; mysteries and moralities; age of artistic polyphony, fifteenth and sixteenth centuries; culminating period of medieval music (Palestrina, about 1524–'94); music of the early Protestant church in Germany; Protestant church music in England and America; secular vocal music in the fifteenth and sixteenth centuries; rise and progress of opera; the oratoric and passion music; biographical sketches of master musicians.

Glee-club and chorus work continued. Practice teaching with training-school classes.

Seventh and eighth terms.—Voice culture. Daily exercises (dictated), continued. The voice is strengthened, extended, and greater tone purity secured. Studies and vocalises selected from the works of Concone, Marchesi, Panofka, Bordogni, and others; songs from the best modern writers of different nationalities and types, suited to the grade and needs of the student.

Melody writing and counterpoint. Melody writing is required to the extent that the student may become familiar with the principal rules governing, and is encouraged in its practice throughout the study of counterpoint, which is considered in two parts only, first in strict, then in modern or free, counterpoint.

Glee club and chorus work continued, conducting and song interpretation, lists of songs, choruses and concerted works for school use.

Those completing the first year's work will be given a certificate of proficiency. Those completing the two years' work, together with the first two years' work in the Normal Department, will be awarded the special supervisor's diploma.

Pianoforte.

Aim.—It is the aim of this department to give a thorough and systematic training in the understanding of music, in the art of pianoforte playing, and in the art of teaching music.

Method of foundational instruction and piano technic is simple, clear, and comprehensive, and one which will give any intelligent pupil an artistic technic in much less time than would be required by old methods. We have the authority of the leaders of advanced thought in our greatest universities in averring that all arts should be taught from a psycho-physiological basis. All arts have a common basic principle, a knowledge of which enables the instructor to awaken the intelligence, guide the thought and perfect the expressive powers of the student, by means of the most natural and, at the same time, most truly scientific methods of instruction, which are in reality simpler than empiricism; for science treats of the inherent nature of things, and such knowledge enables a pupil to know *how* to study. To learn this is the great aim of all instruction, and the teacher who brings the pupil to this state of knowledge in the shortest time is, in the truest sense, the most successful.

Instructors.—Only thoroughly competent instructors who have received special training are employed. They were chosen both for their natural and acquired ability, and have proved themselves to be most excellent teachers, as attested by the exceedingly satisfactory results they have attained.

Classification of Instruction.

I. *Preparatory*—1st and 2d grades.
II. *Intermediate*—3d and 4th grades.
III. *Advanced*—5th and 6th grades.

The course of study includes technical exercises, etudes and pieces from the best composers, both ancient and modern, the selections and instruction being varied according to the individual needs of the pupil. Many works should be studied by all, but beyond these what is essential for one student may not be necessary for another; hence no prescribed order of study is laid down, as the varied needs of a large number of students demand an elasticity in the course which precludes the possibility of an adequate statement of required work. Our plan is to adapt the instruction to personal requirements, the purpose in each case being the development of a musical touch and a refined and intelligent style of playing.

The department is open to pupils of all ages. Beginners and

those not far advanced are especially welcome, as they posses few or none of the erroneous ideas and bad habits so easily formed by incorrect teaching or careless practice; they therefore receive more readily the correct fundamental principles and can, as a rule, make steady and rapid progress.

Juvenile Course.—This is a course for fundamental training, and has been planned with special reference to children. The work is simple, interesting, and varied, while such is its thoroughness that the children who have worked through it have already begun to be musicians. On completion of this they enter the regular preparatory course.

Preparatory Grades.—Here the foundation is laid for all future excellence, and a knowledge of principles involved and a capability to execute them according to requirements of the methods used must certainly be acquired before making further progress. Pupils in this department are urged to take the special course in sight-reading, ear-training, and time-keeping.

Intermediate Grades.—In these grades work is continued on a broader basis; the pupil acquires more technical skill, and applies it to the study of pieces which are carefully selected according to his or her ability, with a view to increasing finger facility and mental control and to fostering a true musical growth.

Advanced Grades.—Here the necessary skill is developed to execute advanced and intricate technical work, and the pupil trained to apply the skill acquired to the execution of difficult compositions and to public performance. Those desiring can have practice in accompaniment work with students from the vocal and violin departments.

Sight-reading, Ear-training, Time-keeping.—Instruction is given in classes. The work is preliminary in character, yet the majority of students, even those studying advanced music, are deficient in most of these points. All such will find the discipline and training derived from this class of great advantage in their private lessons. The course can ordinarily be accomplished in one term, and is *free* to all students of the department.

Symphony Class.—The object of this class is the study of symphonies and other concerted music for experience in sight-reading. The symphonies being four- and eight-hand pianoforte arrangements of the orchestral scores, students acquire a knowledge of many works not obtainable in solo form. An interesting list of music for this purpose has been selected.

Ensemble Playing.—At all stages of the work ensemble playing is required; sonatas for violin and piano trios, quartets, etc.,

MRS. BOYLE'S STUDIO.

are studied. This is a most important and interesting branch of the art, and is absolutely essential to true musicianship, as it broadens and deepens one's musical intelligence.

Course of Study.

The following list is an outline of studies, indicating the standard of technical difficulty in the various grades:

PREPARATORY.

First grade.—Course in hand culture; Virgil's Foundation Exercises; Mathew's Graded Course, bk. I; Enckhausen, op. 63, bk. I; Loeschhorn, op. 65; major scales; easy sonatinas and pieces by Clementi, Kuhlau, Kullak, Gurlitt, and others; sight-reading.

Second grade.—Virgil's Foundation Exercises, continued; Mathew's Graded Course, bks. II and III; Concone, op. 24; Burgmuller, op. 100; Kohler, op. 157; Heller, op. 47; minor scales, sonatinas, and pieces by classic and modern writers suited to grade; sight-playing.

INTERMEDIATE.

First year.—School of Velocity, by Duvernoy, Hasert, Berens, or Czerny; selections from Loeschhorn, op. 66, bks. I and II; Krause, ops. 2 and 5; Bach's Little Preludes; Heller, ops. 46 and 45; Mason's Touch and Technic; Virgil's Exercises, continued; selections from Mendelssohn's Songs without Words; easy sonatas and pieces by Mozart, Haydn, Clementi, etc.; practice in four-hand playing.

Second year.—Cramer's Studies (Bulow edition); Czerny, op. 740; Kohler Studies; Bach's Inventions; Turner's Octave Studies; Heller's Art of Phrasing, op. 16; sonatas and pieces from the foremost classic and modern composers; four-hand playing.

ADVANCED.

Junior year.—Clementi's Gradus ad Parnassum; Moscheles, op. 70; Kullak's Octave Studies; selections from Bach's Well-tempered Clavichord; sonatas and other works from Beethoven, Schubert, Schumann, Chopin, and other standard composers; ensemble playing.

Senior year.—Selections from Chopin's Etudes, Henselt, Liszt, etc., with sonatas and solo works of greater difficulty from the classic and best recent composers; concertos from Beethoven, Mozart, Mendelssohn, etc.; ability to prepare and give a public recital during the year.

Stringed Instruments.

Violin.

Instruction in this department is based upon the conservatory method, and offers excellent advantages to those who desire to gain a broad and intelligent knowledge of the instrument. Tone, technic and style are made important factors, and every means is used to make the pupil an artistic and intelligent performer in the shortest time possible. Opportunity is given for ensemble playing in string quartets, duos, trios, etc., with piano, ranging from simple compositions to the master works of the classical and modern schools.

The Orchestra and Mandolin Club, under direction of Mr. Blair, have won very favorable comment, and give to pupils of the string department excellent drill in ensemble work.

COURSE OF STUDY.

First and second grades.—Easy studies and pieces in the first position, the diatonic scale embellishments, etc. The examination at the end of the second grade is given on Pleyel's duets; studies by Weiss; Hering, op. 20; Kayser, op. 37, parts I, II, III; duets from Dancla, ops. 23, 32, 60, 24, etc.

Third grade.—Studies in the second and third positions, including Kayser, op. 37, parts IV, V, VI; op. 20, parts I, II, III; Dont, op. 37; and two of Dancla's Airs Varies. Orchestra work is introduced in this grade.

Fourth grade.—Mazas, op. 36; parts I, II, III; Viotti, ops. 9, 25, 34, 35; Kreutzer's forty-two studies. These studies embrace all the positions. The work of this grade is supplemented with De Beriot's Airs and sight-reading of first- and second-violin parts.

Fifth and sixth grades.—Schradeick's scale studies and Technical Violin-school, parts I, II, III; Rode's twenty-four caprices, op. 22; Prume's VI Etudes de Concert, op. 14; Bach's VI Sonatas; Beethoven's Sonatas; studies by David, concertos by Spohr and Mendelsshon, and selections by Vieuxtemps, Wieniawski, and others. The studies in all grades will be selected and adapted to the needs of the pupil.

Violoncello.

The course in violoncello includes studies by Kummer; Etudes, op. 16, 21, 24, by Nolck; Goltermann's and Grutzmacher's Transcriptions, and varied forms of ensemble work.

Mandolin and Guitar.

The work in mandolin is based on Cristefaro's system, and the guitar upon Carcassi's, with ample supplementary studies for each.

Theory and History of Music.

Harmony.—The advantages accruing from a knowledge of harmony are not sufficiently understood except by those who are ambitious to compose. Every singer, performer, teacher and critic is benefited in knowing the principles of chord succession, harmonization, etc. As an aid to sight-reading and intelligent memorizing a knowledge of harmony is indispensable, for it enables one to anticipate a considerable portion of music by being familiar with the notation, resolution and progression of chords in general.

Harmony being the *grammar* of music, it is essential that all who study seriously, whether as amateur or professional, should become familiar with the subject. It consists of a thorough understanding of scales, major and minor; intervals; triads and chords of the seventh in the different forms; modulation; chromatically altered chords; suspensions; auxiliary notes; organ-point; harmonizing of melodies; also basses, figured and unfigured.

Counterpoint and Composition.—In addition to the year's work in harmony, a year's work in counterpoint and composition is required of all candidates for graduation in piano.

Analysis of Musical Form.—This course treats of rhythm, accent, thematic treatment, etc., with analysis of musical forms, interpretations, orchestration, and the various orchestral effects.

It is the design of this class to help students to acquire, through careful study and analysis, a thorough and clear understanding of the foundational structure of music. Pupils are led to understand how music is built up; how one part grows naturally out of another; how from the germ of a simple theme the mighty structure of the sonata or symphony has been evolved. This knowledge is indispensable to the cultured musician. Schumann says: "Only when the form grows clear to you will the spirit become so too."

Musical History and Biography.—The history of the growth and development of music as an art, as well as a knowledge of the classic composers, their lives and achievements, are subjects too frequently neglected by students, who do not realize that more is expected of a cultured musician than simply the ability to play or sing well. This class does not confine its attention merely to a text-book, as the attempt to learn a subject by means of a single book—the text-book method—finds no favor nowadays among educators; but with lectures, essays and musical illustrations a most interesting and instructive course is followed.

Special Advantages.

The Music Society.—In order that the students may have an opportunity to increase their knowledge of music and musical literature, to afford them assistance in acquiring confidence and self-control, and to keep them in touch with the current topics in the world of music, we have organized the Music Society, which is composed entirely of students of the department, and meets each Friday night in Albert Taylor hall. The facilities of this auditorium are unequaled. Being well ventilated, beautifully decorated, and amply capacious, it is admirably adapted for any form of concert or recital work.

One of the principal aims of a musician should be to give pleasure to others, and in order to do this he must be self-possessed enough to be able to put his whole soul into the interpretation of the piece, for he cannot make others feel what he does not feel himself. Nowhere could he find an audience so sympathetic if he fails, or so appreciative if he does well, as in a company of students all of whom have to take their turn. As the teachers of each department know when a member has something to play, there are no excuses for not taking part, and there are very few who are not glad to strengthen themselves every time they have the opportunity. Here the students have an excellent opportunity to enlarge their musical conception and power of expression by comparing the interpretations different members of the class give to the same selection.

After the musical part of the program is over, discussions on various phases of the work, interesting bits of news from the great musical world and helpful quotations are in order, and this part of the program is, in its way, as beneficial as the first. The programs and all work of the society are under the personal direction of the members of the faculty.

This feature of the work gives a strength, finish and repose to pupils that can be obtained in no other way.

Lectures.—An interesting course of lectures will be delivered on subjects directly or indirectly connected with the branches included in the musical curriculum, such as psychology, vocal physiology, acoustics (with experiments), musical history, esthetics of music, musical forms (both instrumental and vocal), etc.

General Information.

The school year is divided into four terms of nine weeks each. A summer term of nine weeks is provided for those who cannot attend during the regular school year or who wish to make up work preparatory to graduation.

All term bills are payable strictly in advance, at the beginning of each term for the whole term.

Students leaving or discontinuing lessons during the term time forfeit all payments, *except in case of protracted illness*, in which case the balance will be allowed upon a subsequent term, or half the loss will be borne by the department. Such credit will date from the time of receipt of notice.

All lessons lost by the absence or tardiness of the pupil will be the pupil's loss, unless reasonable previous notice of the expected absence is given, in which case the lesson will be made up WITHIN THE TERM ONLY.

On the payment of their bills, students will receive a card admitting them to a given course of lessons, and no person will be permitted to receive instruction until he or she has procured a membership card.

Many of our students are filling important positions, and the demand for well-equipped teachers is constantly increasing; this is especially true of those who are prepared to instruct in two or more subjects, such as piano and voice, piano and violin, piano and public-school music, etc.

The department offers the highest grade of instruction and incidental advantages to both primary and advanced pupils. The Director will be pleased to answer promptly any special inquiries that may be made by prospective students or others interested in any of the branches taught.

Special Students.—Irregular or special students may enter at any time, and will receive the same careful attention that is given to the regular-course pupils.

Enrolment Days.—Students are urged to be present and enroll on the first day of each term, as no deduction will be made for absence from the first two lessons.

Holidays.—All work in this department is suspended on Thanksgiving day, Washington's birthday, and Decoration day. Lessons falling on these days are not made up.

Calendar, 1906-'07.

First term, ...	June 5 to August 4.
Second term, ...	September 5 to November 6.
Third term, ...	November 12 to January 25.
Holiday vacation, ...	December 22 to January 2.
Fourth term, ...	January 29 to March 29.
Fifth term, ...	April 1 to May 31.

PHILOMATHIAN HALL.

Expenses.

For term of nine weeks, payable strictly in advance:

Piano, kindergarten course, two les. per wk., in class, each...	$5 00
Piano, juvenile course, two lessons per week, private.....	8 00
Piano, preparatory grades two lessons per week, private....	10 00
Piano, preparatory grades, one lesson per week, private....	6 50
Piano, intermediate grades, two lessons per week, private..	12 00
Piano, intermediate grades, one lesson per week, private....	8 00
Piano, advanced grades, two lessons per week, private.....	15 00
Piano, advanced grades, one lesson per week, private.....	10 00
Piano, advanced grades, two les. per wk., class of two, each..	11 50
Voice, with the Director.....	15 00
Voice, with the assistant.....	12 00
Violin.....	15 00
Mandolin or guitar.....	10 00
Harmony, in class, each.....	10 00
Harmony, private lessons.....	15 00
Sight-singing, in class.....	1 50
Piano practice, one hour per day during term.....	1 80

Piano practice, two or more hours during term, at the same rate.

Fees collected are used for the support of the department.

Full work in any branch calls for two lessons per week.

PIANO PRACTICE.—The department makes use of fourteen pianos and four Virgil practice claviers. Several of these are at the disposal of students desiring to rent practice.

Free Advantages:

RECITALS of the department.

LECTURES by members of the faculty and others.

ENSEMBLE AND SYMPHONY CLASSES.

SPECIAL CLASSES in sight-reading, ear-training, time-keeping, etc.

LIBRARY PRIVILEGES.

MUSICAL HISTORY—to regular-course students.

MUSICAL ANALYSIS—to regular-course students.

CHORUS.

ORCHESTRA.

MANDOLIN CLUB.

Alumni of Music Department.

CLASS OF 1896.

Name.	PIANO.	*Post-office and county.*
Brooking, Jessie Gertrude,	. . .	Eureka, Greenwood.
Clark, Etta I'Dell (Mrs. Culver),	. .	Detroit, *Michigan.*
Good, Emma (Mrs. Stauffer),	. .	Canada, Marion.
Jones, Hattie Achsah,*	. . . . .	——
Watson, Myrtle,	. . . . .	——, *Nebraska.*

CLASS OF 1897.

PIANO.

Etrick, Amanda,	. . . . .	Weatherford, *Oklahoma.*
Howe, Myrtie (Mrs. Gerardy),	. .	Smith Center, Smith.
Kelly, Grace (Mrs. Cromer),	. . .	Litchfield, *Illinois.*
Nungesser, Ella,	. . . . .	Parker, Linn.
Riley, Laura,	. . . . .	Clay Center, Clay.
Staatz, Adelaide (Mrs. Griffith),	. .	Emporia, Lyon.

CLASS OF 1898.

PIANO.

Kirkton, Alda,	. . . . .	Canon City, *Colorado.*

VIOLIN.

Goldberg, Alice,*	. . . . .	——

CLASS OF 1899.

PIANO.

Whims, May,	. . . . .	Wichita, Sedgwick.

CLASS OF 1900.

PIANO.

Holmes, Sue D.,	. . . . .	Emporia, Lyon.
Keeny, Lillie V.,	. . . . .	Sedan, Chautauqua.
Westfall, Margaret,	. . . . .	Blackwell, *Oklahoma.*

CLASS OF 1901.

PIANO.

Allen, Viola,	. . . . .	Emporia, Lyon.
Creager, Pearl,	. . . . .	Kansas City, *Missouri.*
Marsh, Florence,	. . . . .	Kincaid, Anderson.
Robb, Lucy May,	. . . . .	Kingfisher, *Oklahoma.*

VOICE.

Allen, Anna Mae,	. . . . .	Emporia, Lyon.

* Deceased.

CLASS OF 1902.

Name.	*Post-office and county.*
PIANO.	
Blakely, Ella,	Madison, Greenwood.
Fogelberg, Delpha,	Republic, Republic.
VIOLIN.	
Blair, Robert T.,	Emporia, Lyon.

CLASS OF 1903.

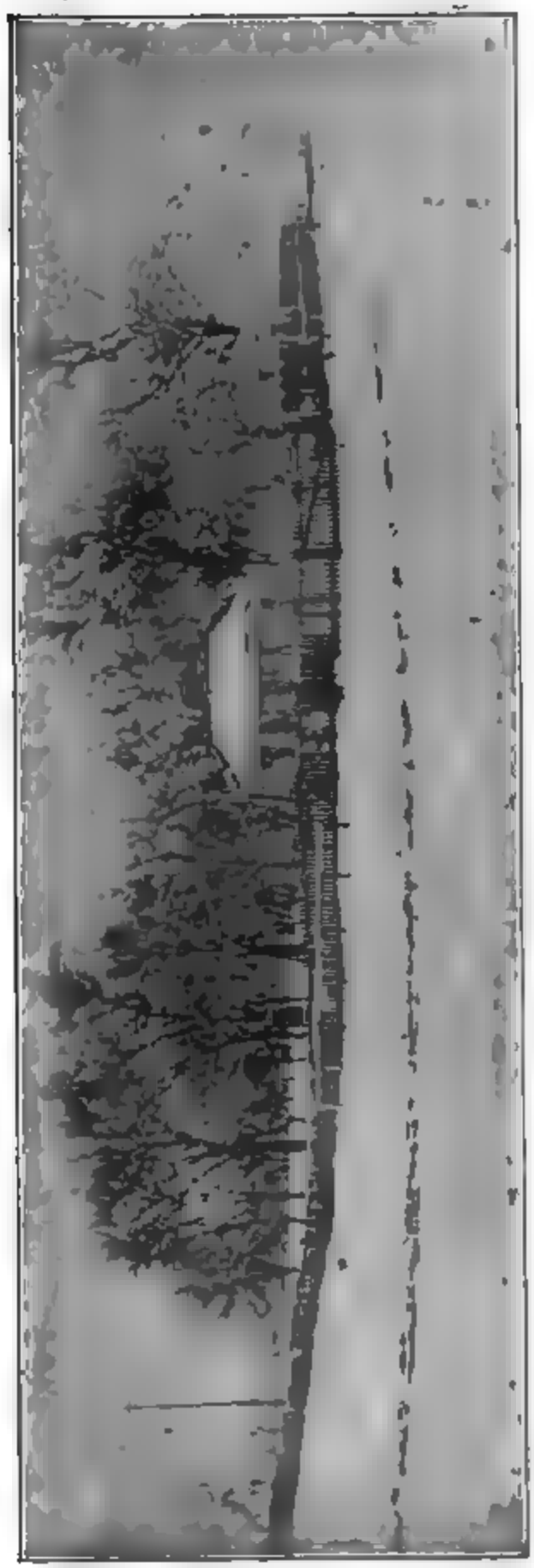
PIANO.	
Erwin, Elizabeth Weston,	Kinsley, Edwards.
Evans, Louise,	Emporia, Lyon.
Gahan, Mrs. May Morrison,	Emporia, Lyon.
Johnson, Ethel Kinney (Mrs. Garrett),	Beatrice, *Nebraska.*
VOICE.	
Good, Mary Edna,	Marion, Marion.
VIOLIN.	
Cleveland, Carl G.,	Emporia, Lyon.

CLASS OF 1904.

PIANO.	
Kenny, Gertrude,	Scammon, Cherokee.
Scott, Faye,	Emporia, Lyon,
Van Laningham, Lola,	Ashland, Clark.
Wilkinson, Edith Lucia,	Emporia, Lyon.
VIOLIN.	
Starke, G. Sidney,	Winfield, Cowley.
VOICE.	
Boyles, Ralph,	Norton, Norton.
Chenoweth, W. E.,	Colorado Springs, *Colo.*

CLASS OF 1905.

PIANO.	
Boyd, Laura B.,	Grand River, *Iowa.*
Ebling, Mayme E.,	Downs, Osborne.
Rhodes, Mabel E.,	Emporia, Lyon.
VIOLONCELLO.	
Van Laningham, Augusta M.,	Ashland, Clark.
VOICE.	
Brann, Pearl I.,	Lincoln, Lincoln.
Ebling, Mayme E.,	Downs, Osborne.
Robb, Lucy M.,	Kingfisher, *Oklahoma.*
Van Laningham, Augusta M.,	Ashland, Clark.
SCHOOL MUSIC.	
Meyer, Nellie A.,	Clay Center, Clay.



SODEN'S GROVE.

The Kansas State Normal School,

EMPORIA, KANSAS.

Summer School Number.

Vol. V. No. 5.

APRIL, 1906.

STATE PRINTING OFFICE,
TOPEKA, 1906.
1636

MAIN BUILDING.

Preface.

THE introduction of this Summer School number may very properly review fifteen years of history of Summer School in this institution. Prof. M. A. Bailey, believing that there would be a demand for classes in mathematics and Latin, first announced a summer session here as a private enterprise. Attendance increased until some contribution was made to the treasury of the School from the tuition receipts. Other members of the Faculty began to offer work in their departments, and the Regents fixed the maximum amount to be retained by teachers from the fees collected.

Beginning with the session of 1901, the legislature has made appropriations for the Summer School, and this session has been maintained practically as are the other sessions of the year. The legislature of 1903 recognized a difference as to fees in specifying that the Board might fix the fees for the Summer School, while the rate for the other periods was fixed by the legislature. It has been the feeling of students in the Summer School that they would willingly pay something more than students of other parts of the year pay, the thought being that the average pay of the faculty is higher in the Summer School, and the average cost per student for maintaining this session is a great deal more.

The Summer School is now carried in the regular work of the institution and the legislature makes no special appropriation for this session. The more advanced classes and classes in professional work are the crowded classes for the Summer School. The necessity for dividing classes in sections, as in the case of the lower classes in other periods, does not exist in the summer term. The number of credits one may earn on the Normal course is just the same for this term of approximately nine weeks as for any of the other four terms of approximately the same length. The summer term has been the means of starting on the way to graduation in this School or on the way to college education many teachers who had supposed they must be content to go through life without further school education. No other part of the school year gives so good value to the state in the training of teachers as does the Summer School.

TABLET IN CORRIDOR.

The Summer School.

Faculty.

JASPER NEWTON WILKINSON,* PRESIDENT.
JOSEPH HENRY HILL, PRESIDENT ELECT.
JOHN HAMLIN GLOTFELTER, *Principal of Model School and Director in Training.*
ALLEN SHELDON NEWMAN, *Financial Secretary.*
M'LOUISE JONES, *English.*
EMMA L. GRIDLEY, *Drawing.*
CHARLES A. BOYLE, *Vocal Music and Director of Music Department.*
HATTIE F. BOYLE, *Piano.*
MARY ALICE WHITNEY, *American History.*
ACHSAH MAY HARRIS, *Critic Teacher, Primary.*
DANIEL AUGUSTUS ELLSWORTH,† *Geography.*
ANNA KELLER,‡ *Geography.*
LYMAN C. WOOSTER, *Biology and Geology.*
THOMAS MEDARY IDEN, *Physics and Chemistry.*
ANNA JOSEPH, *Elocution and Oratory.*
ELI LAWRENCE PAYNE, *Mathematics.*
NORMAN TRIPLETT, *Psychology and Child Study.*
FREDERICK BANCROFT ABBOTT, *Manual Training.*
HORACE Z. WILBER, *School Law and Management.*
ROWLAND HENRY RITCHIE, *Themes and Public Speech.*
M. ELISE MADDUX, *Kindergarten.*
LILLIAN MAIE DUDLEY, *Modern Languages.*
PAUL B. SAMSON, *Director of Physical Training.*
GEORGE STANLEY MURRAY, *Commerce.*
GERTRUDE AMELIA BUCK, *Library Science.*
EVA McNALLY, *Associate Professor, English.*
GEORGE W. ELLIS, *Associate Professor, Mathematics.*
MAUD HAMILTON, *Associate Professor, Latin.*
WILLIAM A. VAN VORIS, *Assistant, Science.*
ALICE G. HAGGART, *Assistant Physical Director and Head Nurse.*
KATHARINE PEARL STUCKEY, *Library Cataloger.*
DELLA J. SISLER, *Library.*
ANNA E. SNYDER, *Assistant Critic Teacher, Special Classes.*
ROBERT T. BLAIR, *Assistant, Stringed Instruments.*
GRACE MILDRED LEAF, *Assistant, Library.*
BURT W. HAGGERTY, *President's Secretary.*
JOHN S. BIRD, *Assistant, Commerce.*
LUELLA PRATT, *Registrar.*
W. L. HOLTZ, *Assistant Teacher, Latin.*
MAYME EBLING, *Assistant, Piano.*
PEARL BRANN, *Student Assistant, Voice, part time.*
MABEL RHODES, *Student Assistant, Piano, part time.*

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*Resigned. †First half of term. ‡Last half of term.

Program, First Ten Weeks,

BEGIN, A. M. Regularly.	Room 34.	Room 49.	Room F.
8:10	Latin, 5.	Latin, 6 and 7.	Latin, 3.*
8:55			Latin, 2.
9:40			
10:20	Latin, 1.	Latin, 3.	Library School.
11:05	Latin, 9.	Latin, 4.	
11:50			History, Greek.

BEGIN, A. M. Regularly.	Room 48.	Room 55.	Room 27.
8:10	Lit. Crit., Course 1.	Primary Methods.	Grammar*
8:55	English Lit.	Rhetoric.	Library Management.
9:40		Orthoepy.*	
10:20	English Lit.*	Music, III.	Grammar, Spec.
11:05	Lit. Crit., Course 2.	Geology.	Grammar.
11:50	Literature, Spec.	Rhetoric.*	Kindergarten Methods.

BEGIN, A. M. Regularly.	Room 59.	Room 47.	Room 28.
8:10	Penmanship, Spec.		Algebra, II.*
8:55	Bookkeeping and Penmanship.	Arithmetic, Spec.	Algebra, II.
9:40		Arith. Methods.	Orthography.
10:20	Bookkeeping, Spec.	Geometry.	Algebra, Spec.
11:05	Bookkeeping, Adv.	Trigonometry.	Arithmetic.
11:50	Typewriting and Shorthand.	Arithmetic.*	Geometry.*

* Last half.

The Arabic numerals after studies indicate the order in which the various terms of a subject should be taken; the Roman indicate the term in the course.

1906-'07 (June-August).

Room 46.	Room 39.	Room 57.	Room 54.
Psychology, IV.	History of Ed.	Physiology, IV.	Civil Law, Spec.
Phil. of Ed.	Sch. Law and Management.*	Political Economy.	History, Meth., First month.
Etymology.*	Spelling, Spec.	Orthography.*	College History.
History of Ed.*	Gen'l Methods.	History, English.*	Kansas History.
Psychology, VI.	Sch. Law and Management.	History, Roman.	History and Law.
Philos., College.	U. S. History, Special.	Music, III.	History and Law.*

Room 37.	Room 58.	Room 19.	Room 62.
Geography, Spec. Pol.	German, 2.	Manual Tr., 6-8, Wood Carving.	Drawing.*
Geography.			Manual Tr., Drawing.
	German, 1.		Spelling, Spec.
Geog. Methods, First month.		Manual Tr., 3-5, Woodwork.	Drawing.
Geography, Spec. Phys.	German, 3 and 4.	Manual Tr., 1, Drawing.	Special Color Work.
Geography.*		Manual Tr., Clay Mod.	History of Art.

Room 56.	Room 51.	Room 26.	Room 25.
Astronomy.	Reading, Spec.	Botany.*	Physics, V.
Algebra, V.	Elocution.	Geology.*	Physics, IV.
		Orthoepy.	Etymology.
Physiology, VII.	Elocution.*	Zoology.	
Music, V.	Oratory.	Botany.	Chemistry.
Physical Train., Theory.	Oratory.*	Zoology.*	

* Last half.

The program shows what work is to be done, but is not to be understood as signifying that all subjects in one room are to be taught by the same teacher.

Institute Lecturer.

Mr. J. M. Rhodes, head of the Normal Department of political economy, will leave his work for the Summer School in the hands of Miss Whitney and other teachers, and will, in accordance with the request of the Board of Regents, visit as many counties as possible in the capacity of institute lecturer for the Normal School. This work of his is in the nature of what might be called normal-school extension. It is believed that some message from the Normal School will be helpful to the teachers of the various counties, if given to them in their institutes. His expenses will be borne by the Normal School. Superintendents desiring a visit from him are advised to write him before his itinerary is made out.

Lectures.

Dr. R. G. Boone, Editor *Education*, Boston, Monday, June 11.
Supt. James L. Hughes, Toronto, Canada, Wednesday, July 18.

Fees.

The only necessary expense for Summer School for students eligible to full work in the Normal Department is a fifty-cent hospital fee, which is paid only once for the entire year beginning with the Summer School, and a four-dollar tuition fee, which takes for this term the place of the library fee required for each of the other terms.

Subjects may be selected for this term as for any other term, so as to avoid the necessity of irregular fees and laboratory fees.

Railroad Rates.

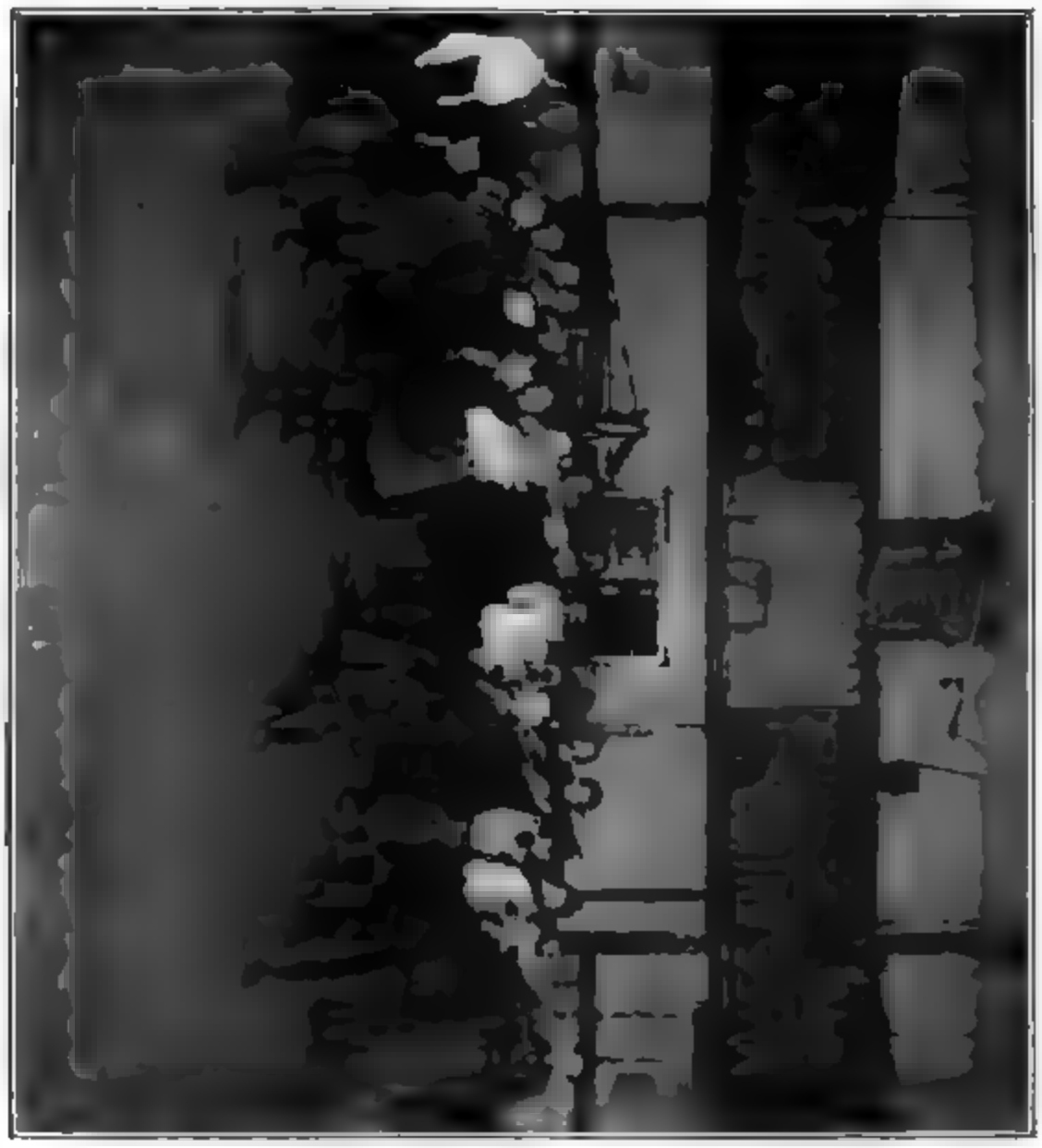
The railways will, for the Summer School, sell at Emporia return tickets at one-third fare on the certificate plan to all points in Kansas and to Kansas City and St. Joseph, Mo. The certificate must bear date May 31–June 6. All are requested to buy through tickets to Emporia and to file receipts at the office of the institution soon after reaching the city, even though their home-office railroad agents may not know that the rate has been granted.

Model School Work.

All departments of the Model School will be in operation during the Summer School. Opportunities for observation and practice-teaching will be given in the Kindergarten, in the primary and intermediate grades, and also in advanced classes. Those who desire to do so will find enough in this and other strictly professional work to use all their time.

Part Time.

The last half of the Summer School will give good opportunities for those who cannot come at the beginning. Those who wish can arrange for profitable work, even though they can attend only the first half of the term.



GYMNASIUM CLASS.

LYCEUM HALL.

Entertainments and Lectures.

There are frequent calls for members of the faculty to appear before teachers' associations, graduating classes, and other audiences, and, while there is no provision by the institution for the expense of filling such engagements, teachers who consent to go are given all possible help, in order that their classes may not suffer from their absence. We give here a list of teachers and subjects that may be secured for any appointment in the state on the payment of necessary expenses.

T. M. IDEN.

1. Universities and University Life in Germany.
2. The Religion of Scientists.
3. New Things in Science.
4. The Holy Land.
5. The Land of the Pharaos.
6. The Geography of Palestine.

Nos. 1, 2, 3, manuscript used, more or less; 4, 5, 6, without manuscript, and, if desired, with stereopticon.

GEO. S. MURRAY.

1. Turkey and the Turk, illustrated with some fifty lantern slides.
2. Commercial Education and the Public School.
3. Methods in Elementary Bookkeeping.
4. The Training of an Amanuensis.
5. The Young Man and the Political Situation. (Not a partizan effort, but a popular lecture to young people, emphasizing the duties of citizenship.)

Prefers to read, but is able to deliver without manuscript.

CORA MARSLAND.

Lectures:

1. Some Keltic Legends.
2. The Art of Expression.

Lecture recitals:

1. Hamlet.
2. As You Like It.

Recitals:

1. The Last Days of Pompeii. (Lord Lytton.)
2. Parsifal. (Richard Wagner.)
3. Miscellaneous programs from classic authors.

J. M. RHODES.

1. Training for Citizenship,
2. The Future High School.
3. Public-school Problems.

NORMAN TRIPLETT.

1. Social Pedagogy.
2. Arrest of Development.
3. The Ideal Teacher.
4. A Study in Religious Pedagogy.
5. Psychological and Child-study Topics.

H. Z. WILBER.

1. Twentieth Century Education.
2. The School as a Social Factor.
3. Odds and Ends of School Management. (A study of common, every-day problems.)

No. 1, manuscript, one hour; 2 and 3, with notes, 20 to 60 minutes.

L. C. WOOSTER.

1. The Scientific Method in Nature Study.
2. The Work of the United States Weather Bureau.
3. The Study of Geology in Kansas.
4. A Statement of the Doctrine of Evolution.

Without notes, 45 to 75 minutes.

PLATFORM OF AUDIENCE ROOM.

ASSEMBLY ROOM, AS SEEN FROM STAGE.

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Volume V.

KEY TO CONTENTS.

The parts are paged in the order in which they are placed in the comprehensive volume.

ILLUSTRATIONS.

SUBJECTS. PAGE

VERANDA, EAST WING.